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ABSTRACT

In fall 1974, Forest Park Community College (FPCC), a predominantly black, inner-city two-year college in St. Louis, Missouri, participated in the Cooperative Institutional Research Program, which is conducted annually to provide normative data on first-time freshmen students entering a national sample of colleges and universities. At FPCC, a total of 1,671 first-time freshmen completed the questionnaire, representing 83 percent of the first-time freshmen enrolled. A random sample of 1,515 returning students also completed the form. The first six tables presented here compare the characteristics of first-time freshmen at FPCC with those of the national norm for first-time freshmen at two-year public colleges. The remaining six tables compare the characteristics of first-time freshmen at FPCC with those of returning students at FPCC. Factors considered include (1) biographic and demographic data; (2) reasons for college choice, career goals, and educational goals; (3) income data and sources of financial support; (4) personal objectives and self-assessment; and (5) attitudes toward political issues, general issues, and college issues. (DC)

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INTRODUCTION

In the fall, 1974 semester, Forest Park Community College participated in the Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California at Los Angeles Laboratory for Research on Higher Education. The Council was founded in 1919 "to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions." The research program was initiated in 1965 by the ACE with a pilot study of 42,000 freshmen at 61 institutions and has, since then, been an ongoing research effort. A total of 576 institutions participated in the program nationally in 1974.

National Study

The Cooperative Institutional Research Program is a longitudinal study of students attending a national sample of colleges and universities. The intent is to ascertain, through an analysis of differential changes in the interests, achievements, values, and behaviors of students, the impact of different types of college environments on their students.

The original input data are obtained from administration of a questionnaire, the Student Information Form, to student registrants at colleges participating in the study. The Student Information Form was designed by the staff of the Cooperative Institutional Research Program and is intended to produce biographic and demographic data, as well as information on students' attitudes, behavior, and educational and vocational objectives. A copy of the Student Information Form is included in the Appendix of this report.

A series of follow-up questionnaires addressed to the student's home (space for home address is provided on the Student Information Form) describe the longitudinal nature of the research program. In order to identify participants for the purpose of periodic follow-ups and still protect the anonymity of respondents, the ACE Office of Research developed an elaborate system for insuring data security and respondent anonymity. This system is described by Alexander Astin and Robert Boruch in "A 'Link' System for Assuring Confidentiality of Research Data in Longitudinal Studies."

The data for any given year are weighted to provide a normative picture of college freshmen. Tables of the normative data for 1974 appear in the publication "The American Freshmen: National Norms for Fall, 1974" and include groupings as follows: all institutions, all two-year colleges, four-year colleges, and universities; two groups of two-year colleges (public and private); four groups of liberal arts colleges (public, private-nonsectarian, Catholic, and Protestant); two groups of universities (public and private); and categories defined by geographic region and sex.

Forest Park Community College Participation

In addition to making available national normative statistics, this research program provides each participating college with an institutional report on its student population. The decision for Forest Park Community College's participation in this study was based on the need to provide our students, faculty, and administrators with up-to-date, easily accessible descriptive data on our student population for purposes of improving instructional planning and increasing administrative effectiveness. Participation in this program has provided Forest Park Community College with a source for such data at minimal cost to the college: questionnaires and data processing are provided by ACE without charge.

In addition to the immediate descriptive element of this study, the information collected may also be seen as part of a data base for such use as: trend analysis as an outcome of successive annual administrations of the Student Information Form; correlation of data from this study with achievement criteria to improve prediction of college "success"; and isolation of subpopulations (such as all evening students, all part-time students, all General Curriculum students, etc.). For these latter institutional research purposes, identifying information in the way of student name and ID number was requested on the survey form. More and more, systematic attempts are being made to examine a range of biographic, demographic, attitudinal, and behavioral measures as a supplement to other predictive and assessment techniques. The merging of data from the ACE study with other available Forest Park Community College student information should expand the possibilities for institutional evaluation.

Finally, the data resulting from this study permits comparative analysis of Forest Park Community College first-time freshmen and returning student populations and comparison of each of these populations with national norms for entering freshmen of two-year public colleges. Response differentiations based on sex are also given.

METHOD AND PROCEDURE

Under the supervision of the college Office of Institutional Research, Student Information Forms were administered at Forest Park Community College during the fall, 1974, semester in all English classes and a large random sampling of other classes, both day and evening; paid student assistants distributed and collected the questionnaires. A total of 1671 first-time freshmen completed the questionnaires; this figure represented 83 percent of the first-time enrollees. (The intent of this study is to approach as nearly as possible 100 percent participation by new enrollees.) In addition, a random sample of 1515 returning students completed the form, representing 29 percent of the returning student population.

RESULTS

The following tables represent a summary of the data derived from Student Information Forms completed by Forest Park Community College students during the fall, 1974, semester. Weighted normative data based on responses of first-time freshmen enrolled in two-year public colleges which participated in the study nationally are also shown.

Tables 1 through 5 present data on Forest Park Community College first-time freshmen as compared with two-year public college national norms. Data on Forest Park Community College first-time freshmen compared with the college's returning students are given in Tables 6 through 10.

It should be noted that Tables 1 through 5 and Tables 6 through 10 have been grouped such that the same items occur in both sets of tables and in the same sequence. The data on first-time freshmen and returning students respectively have been grouped as follows:

A. Biographic and Demographic Data

1. Age
2. Racial Background
3. Marital Status
4. Veteran Status
5. Year Finished High School
6. Average High School Grade
7. High School Program
8. Current Religious Preference
9. Father's Religious Preference
10. Mother's Religious Preference
11. Father's Education
12. Mother's Education
13. Father's Occupation

B. College Information and Expectations

1. College Preference
2. Reasons for College Selection
3. Actual Residence During Fall Term
4. Preferred Residence During Fall Term
5. Probable Major Field of Study
6. Probable Career Occupation
7. College Expectations
8. Highest Degree Planned at FPCC
9. Highest Degree Planned Anywhere

C. Income Data and Major Sources of Financial Support

1. Estimated Parental Income
2. Total Income Last Year Independent of Parents
3. Financial Independence This Year
4. Financial Independence Last Year
5. Concern About Financing College
6. Support From Full-Time Employment
7. Support From Part-Time Employment
8. Support From Savings
9. Support From Spouse
10. Support From Parents/Family
11. Support From Parent's Social Security Benefit
12. Support From Parent's Military Service Benefit
13. Support From Personal Military Service Benefit
14. Support From Scholarships or Grants
15. Support From Federally Insured or College Loans
16. Support From Other Repayable Loans
17. Other Sources of Support

D. Personal Objectives and Self-Assessment

1. Essential/Very Important Objectives
2. Reasons for Long-Term Career Choice
3. Trait Self-Ratings
4. Community Identification
5. Religious Identification
6. Sex Identification
7. Race Identification
8. Age Identification

E. Attitudes

1. Current Political Preference
2. General Issues
3. College Issues

The tables are self-explanatory, with item descriptions clearly marked by appropriate headings. All tables include the number of respondents for each item. Percentages of responses for Forest Park Community College first-time freshmen are given in the first three columns of Tables 1 through 5; the norms for two-year public colleges are shown in the last three columns. In Tables 6 through 10, response percentages for Forest Park Community College first-time freshmen are given in the first three columns; those for Forest Park Community College returning students are shown in the last three columns. All tables provide comparative response frequency distributions by male, female, and total.

Space has been provided opposite each table for notations.

TABLE 1

BIOGRAPHIC AND DEMOGRAPHIC DATA ON FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN, COMPARED WITH A.C.E. TWO-YEAR PUBLIC COLLEGE NATIONAL NORMS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FOREST PARK		TOTAL (PERCENTAGES)	2-YR PUBLIC COLLEGE NATL NORMS		TOTAL
		MALE	FEMALE		MALE	FEMALE	
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	54.0	46.0	100.0
AGE BY DECEMBER 31, 1974	1666.						
16 OR YOUNGER		0.0	0.0	0.0	0.0	0.1	0.1
17		2.0	1.1	1.5	2.6	4.8	3.3
18		25.5	33.6	29.9	65.7	72.9	69.0
19		25.8	32.5	29.4	20.8	13.6	17.5
20		14.7	10.0	12.2	4.1	2.4	3.3
21		4.2	3.6	3.9	1.8	0.9	1.4
22-25		11.5	9.2	10.3	3.3	1.8	2.6
26 OR OLDER		16.3	10.0	13.0	2.2	3.5	2.8
RACIAL BACKGROUND	1658.						
WHITE/CAUCASIAN		40.5	37.9	39.1	88.1	86.4	87.4
BLACK/NEGRO/AFRO-AMERICAN		58.2	61.3	59.9	5.7	7.8	6.7
ORIENTAL		0.7	1.1	0.9	0.8	0.8	0.8
OTHER		0.4	0.0	0.2	5.4	5.0	6.1
MARITAL STATUS	1627.						
PRESENTLY MARRIED		16.4	11.6	13.9	3.3	3.9	3.5
PRESENTLY ENGAGED		2.7	8.8	5.9	2.5	4.6	3.5
SEEING ONE PERSON EXCLUSIVELY		31.4	38.1	34.9	32.2	39.9	35.7
DATING, BUT NO ONE STEADILY		31.4	22.0	26.5	41.7	34.5	38.4
NOT DATING IN RECENT MONTHS		18.1	19.5	18.8	20.3	17.1	18.9
VETERAN	1665.						
NO		76.1	97.5	87.7	94.0	99.0	96.3
YES		23.9	2.5	12.3	6.0	1.0	3.7
YEAR GRADUATED FROM HIGH SCHOOL	1610.						
1974		63.8	72.2	68.4	85.7	88.5	87.0
1973		5.0	8.8	7.0	5.5	4.1	4.9
1972		2.9	2.7	2.8	1.9	1.3	1.6
1971 OR EARLIER		15.8	9.1	12.1	3.9	3.4	3.7
H.S. EQUIVALENCY (G.E.D. TEST)		9.7	6.9	8.2	1.8	1.1	1.5
NEVER COMPLETED HIGH SCHOOL		2.9	0.3	1.5	1.2	1.4	1.3
AVERAGE GRADE IN HIGH SCHOOL	1646.						
A OR A+		1.3	2.9	2.2	1.5	4.2	2.8
A-		0.3	6.4	3.6	4.2	8.2	6.0
B+		8.0	17.6	13.2	10.5	18.4	14.1
B		18.7	25.1	22.1	25.1	31.7	28.1
B-		11.0	10.1	10.5	18.0	14.7	16.5
C+		26.7	15.3	20.6	21.6	13.7	18.0
C		28.7	21.1	24.6	17.6	8.9	13.6
D		5.3	1.4	3.3	1.3	0.3	0.8
HIGH SCHOOL PROGRAM	1597.						
COLLEGE PREPARATORY		73.0	68.4	70.5	78.7	75.1	77.0
OTHER		27.0	31.6	29.5	21.3	24.9	23.0
CURRENT RELIGIOUS PREFERENCE	1634.						
BAPTIST		38.0	36.3	37.1	12.3	13.2	12.7
LUTHERAN		3.8	3.5	3.6	5.8	6.4	6.1
OTHER PROTESTANT		10.7	11.6	11.3	22.6	24.6	23.7
ROMAN CATHOLIC		26.8	32.0	29.7	37.7	38.5	38.1
JEWISH		1.0	0.6	0.8	3.2	3.1	3.1
OTHER		6.5	7.4	6.7	6.5	6.0	6.2
NONE		13.2	8.6	10.7	11.9	8.2	10.2
FATHER'S RELIGIOUS PREFERENCE	1559.						
BAPTIST		42.0	40.1	41.0	12.6	12.6	12.6
LUTHERAN		3.5	2.6	3.0	6.5	7.2	6.8
OTHER PROTESTANT		11.3	10.7	10.9	25.1	26.1	25.6
ROMAN CATHOLIC		28.0	29.5	28.8	38.9	37.9	38.5
JEWISH		1.2	1.7	1.4	3.7	3.6	3.7
OTHER		4.7	6.8	6.0	5.0	4.3	4.6
NONE		9.3	8.6	8.9	8.2	8.3	8.3

TABLE 1 (continued)

MOTHER'S RELIGIOUS PREFERENCE	1614.						
BAPTIST		45.6	43.5	44.5	13.7	13.5	13.6
LUTHERAN		4.3	4.5	4.4	6.9	6.9	6.9
OTHER PROTESTANT		13.2	12.0	12.5	26.1	28.0	27.0
ROMAN CATHOLIC		28.5	30.3	29.5	40.3	39.5	39.9
JEWISH		0.7	1.2	1.0	3.4	3.5	3.5
OTHER		5.6	6.4	6.0	5.3	4.8	5.0
NONE		2.1	2.1	2.1	4.3	3.8	4.1
FATHER'S EDUCATION	1599.						
GRAMMAR SCHOOL OR LESS		23.5	27.1	25.4	9.5	11.5	10.4
SOME HIGH SCHOOL		27.7	25.2	26.4	16.8	17.7	17.2
HIGH SCHOOL GRADUATE		24.2	24.5	24.4	34.9	33.3	33.9
POST-SECONDARY OTHER THAN COLLEGE		3.9	3.5	3.7	4.3	4.2	4.2
SOME COLLEGE		10.5	9.6	10.0	13.7	13.8	13.7
COLLEGE DEGREE		7.7	6.7	7.2	13.0	12.1	12.6
SOME GRADUATE SCHOOL		0.0	1.3	0.7	1.0	1.2	1.1
GRADUATE DEGREE		2.5	2.2	2.3	7.2	6.1	6.7
MOTHER'S EDUCATION	1632.						
GRAMMAR SCHOOL OR LESS		14.8	15.8	15.3	6.3	7.6	6.9
SOME HIGH SCHOOL		24.8	31.9	28.6	14.7	15.9	15.3
HIGH SCHOOL GRADUATE		35.5	27.5	31.2	48.5	45.1	46.9
POST-SECONDARY OTHER THAN COLLEGE		3.4	5.6	4.6	5.0	6.3	5.6
SOME COLLEGE		13.8	12.0	12.8	12.3	12.4	12.4
COLLEGE DEGREE		5.2	5.3	5.2	9.0	9.0	9.0
SOME GRADUATE SCHOOL		1.0	0.6	0.8	0.9	0.9	0.9
GRADUATE DEGREE		1.4	1.5	1.4	3.3	2.8	3.0
FATHER'S OCCUPATION	1500.						
ARTIST (INCL PERFORMER)		0.0	1.8	1.0	0.6	0.6	0.6
BUSINESSMAN		14.1	12.5	13.2	24.2	23.2	23.7
CLERGY OR RELIGIOUS WORKER		0.9	1.1	1.0	0.4	0.4	0.4
DOCTOR (M.D. OR D.D.S.)		0.4	0.4	0.4	0.7	0.9	0.8
EDUCATOR (COLLEGE)		0.0	0.0	0.0	0.7	0.6	0.7
EDUCATOR (SECONDARY)		0.4	0.7	0.6	1.6	1.5	1.5
EDUCATOR (ELEMENTARY)		0.0	0.0	0.0	0.5	0.4	0.5
ENGINEER		5.7	4.8	5.2	5.6	5.4	5.5
FARMER OR FORESTER		1.3	4.0	2.8	5.0	5.9	5.4
HEALTH PROFESSIONAL (NON-M.D.)		1.8	0.7	1.2	0.7	0.6	0.7
LAWYER		0.0	0.7	0.4	0.6	0.6	0.6
MILITARY CAREER		0.0	1.5	0.8	1.3	1.0	1.2
RESEARCH SCIENTIST		0.4	0.0	0.2	0.4	0.3	0.4
SKILLED WORKER		20.3	16.5	18.2	23.3	22.5	22.9
SEMI-SKILLED OR UNSKILLED WORKER		23.3	20.1	21.6	12.6	11.7	12.2
UNEMPLOYED		4.8	5.9	5.4	2.3	3.0	2.6
OTHER OCCUPATION		26.4	29.3	28.0	19.3	21.4	20.3

TABLE 2

COLLEGE INFORMATION AND EXPECTATIONS FOR FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN COMPARED WITH A.C.E. TWO-YEAR PUBLIC COLLEGE NATIONAL NORMS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FOREST PARK		TOTAL	2-YR PUBLIC COLLEGE NATL NORMS		
		MALE	FEMALE		MALE	FEMALE	TOTAL
(PERCENTAGES)							
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	54.0	46.0	100.0
THIS COLLEGE IS STUDENT'S	1657.						
FIRST CHOICE		60.6	54.1	57.1	72.8	73.4	73.1
SECOND CHOICE		25.8	32.4	29.4	19.7	20.6	20.1
LESS THAN SECOND CHOICE		43.6	13.5	13.5	7.5	6.0	6.8
REASONS GIVEN AS VERY IMPORTANT IN COLLEGE SELECTION							
RELATIVES WANTED ME TO GO	1570.	8.9	8.4	8.6	7.1	11.5	9.2
WANTED TO LIVE AWAY FROM HOME	1543.	5.3	5.4	5.3	4.5	5.4	4.9
TEACHER ADVISED ME	1530.	6.8	8.5	7.7	4.7	5.2	4.9
HAS A GOOD ACADEMIC REPUTATION	1563.	28.9	33.4	31.4	29.0	41.5	34.8
OFFERED FINANCIAL ASSISTANCE	1543.	29.6	33.3	31.7	13.8	16.0	14.8
ADVISED BY SOMEONE WHO ATTENDED	1561.	13.1	16.8	15.2	14.5	17.0	15.7
OFFERED SPECIAL EDUCATIONAL PROGRAMS	1571.	38.6	55.6	43.2	25.3	35.9	30.2
HAS LOW TUITION	1575.	46.5	46.7	46.6	37.8	48.3	39.0
ADVISED BY GUIDANCE COUNSELOR	1532.	13.2	12.1	12.6	10.6	11.5	11.0
WANTED TO LIVE AT HOME	1552.	18.5	19.1	18.8	22.0	24.7	23.2
WOULD NOT GET A JOB	1560.	17.0	16.7	16.9	5.3	5.9	5.6
RESIDENCE DURING FALL TERM	1591.						
WITH PARENTS OR RELATIVES		62.9	69.1	68.5	75.1	76.6	75.8
OTHER PRIVATE HOME OR APARTMENT		24.2	18.2	21.0	13.7	10.9	11.4
COLLEGE DORMITORY		1.0	8.6	5.4	11.9	10.9	11.5
OTHER		6.1	4.1	5.1	1.2	1.6	1.4
RESIDENCE PREFERRED DURING FALL TERM	1555.						
WITH PARENTS OR RELATIVES		30.7	23.6	26.8	38.9	37.4	38.2
OTHER PRIVATE HOME OR APARTMENT		47.8	46.0	46.8	38.4	36.6	37.6
COLLEGE DORMITORY		14.2	23.6	19.4	18.8	22.5	20.5
OTHER		7.3	6.8	7.0	3.9	3.5	3.7
PROBABLE MAJOR FIELD OF STUDY	1676.						
AGRICULTURE (INCL FORESTRY)		0.5	0.4	0.4	9.0	2.8	6.0
BIOLOGICAL SCIENCES		3.4	2.2	2.7	4.9	3.4	4.2
BUSINESS		16.6	14.4	15.3	21.8	25.7	23.7
EDUCATION		2.9	5.2	4.2	3.9	12.7	8.1
ENGINEERING		9.8	0.4	4.4	9.2	0.5	5.0
ENGLISH		0.5	0.4	0.4	0.4	0.8	0.6
HEALTH PROFESSIONS		9.4	39.2	24.1	2.1	15.5	8.5
HISTORY, POLITICAL SCIENCE		2.0	1.5	1.7	2.2	0.9	1.6
HUMANITIES (OTHER)		1.5	2.2	1.9	1.3	1.8	1.5
FINE ARTS		9.3	5.9	7.4	6.5	5.3	5.9
MATHEMATICS AND STATISTICS		1.5	0.0	0.6	0.7	0.5	0.6
PHYSICAL SCIENCES		0.5	0.0	0.2	2.2	0.2	1.5
SOCIAL SCIENCES		9.3	5.9	6.5	3.2	7.0	5.0
OTHER TECHNICAL FIELDS		11.2	17.0	14.5	14.2	9.9	12.1
OTHER NONTECHNICAL FIELDS		22.0	10.0	15.1	14.1	9.0	11.7
UNDECIDED		1.5	1.5	1.5	4.2	3.4	3.8
PROBABLE CAREER OCCUPATION	1540.						
ARTIST (INCL PERFORMER)		2.1	6.5	4.8	4.3	5.0	4.6
BUSINESSMAN		13.4	7.9	10.4	18.9	11.1	15.3
CLERGY OR RELIGIOUS WORKER		0.0	0.0	0.0	0.6	0.2	0.4
DOCTOR (M.D. OR D.D.S.)		2.5	3.8	3.2	3.0	2.0	2.5
EDUCATOR (COLLEGE)		0.0	0.3	0.2	0.5	0.6	0.5
EDUCATOR (SECONDARY)		1.3	0.7	0.9	2.3	2.9	2.6
EDUCATOR (ELEMENTARY)		0.4	1.4	0.9	0.4	5.1	2.6
ENGINEER		6.3	0.7	3.2	5.6	0.2	3.1
FARMER OR FORESTER		0.4	0.0	0.2	8.7	1.6	5.4
HEALTH PROFESSIONAL (NON-M.D.)		7.6	13.0	10.6	5.4	11.2	8.1
LAWYER		2.9	0.7	1.7	2.9	0.9	2.0
NURSE		4.6	29.8	18.5	0.6	13.3	6.5
RESEARCH SCIENTIST		1.3	0.7	0.9	1.7	0.6	1.2
OTHER OCCUPATION		41.2	26.7	33.2	32.9	35.0	33.8
UNDECIDED		10.9	7.9	9.2	12.2	10.4	11.4

TABLE 2 (continued)

STUDENTS ESTIMATE CHANCES ARE
VERY GOOD THAT THEY WILL

CHANGE MAJOR FIELD	1527.	9.3	8.3	8.7	9.0	8.3	8.7
CHANGE CAREER CHOICE	1531.	9.2	6.5	7.7	8.5	8.3	8.4
FAIL ONE OR MORE COURSES	1521.	3.8	5.9	5.0	2.6	1.5	2.1
GRADUATE WITH HONORS	1516.	10.0	8.1	8.9	8.0	7.4	7.8
BE ELECTED TO STUDENT OFFICE	1510.	2.7	2.8	2.7	1.3	1.2	1.3
JOIN A SOCIAL FRAT OR SORORITY	1509.	5.7	6.7	6.3	6.9	9.4	8.0
LIVE IN A COEDUCATIONAL DORM	1502.	5.4	6.8	6.2	7.1	6.4	6.8
LIVE IN A COMMUNE WHILE IN COLLEGE	1507.	0.9	2.5	1.8	1.8	1.4	1.6
BE ELECTED TO AN HONOR SOCIETY	1499.	1.4	5.0	3.4	2.8	3.5	3.1
MAKE AT LEAST A 'B' AVERAGE	1510.	27.3	33.9	31.0	30.1	35.6	32.5
NEED EXTRA TIME TO COMPLETE DEGREE	1500.	11.7	12.9	12.4	5.6	5.8	9.7
WORK AT OUTSIDE JOB	1510.	59.8	42.0	49.8	44.2	42.8	43.5
SEEK VOCATIONAL COUNSELING	1494.	12.2	9.5	10.7	7.6	7.9	7.7
SEEK INDIVIDUAL COUNSELING	1499.	8.6	10.8	9.8	4.0	4.3	4.1
ENROLL IN HONORS COURSES	1498.	5.4	5.1	5.2	3.7	3.7	3.7
GET A BACHELOR'S DEGREE	1503.	38.6	32.1	35.0	38.6	33.1	36.1
DROP OUT TEMPORARILY	1496.	3.2	2.9	3.0	1.6	1.4	1.6
DROP OUT PERMANENTLY	1489.	0.9	4.0	2.7	1.1	1.0	1.0
TRANSFER TO ANOTHER COLLEGE	1501.	19.6	13.2	15.6	18.4	15.5	17.1
ENTER ARMED FORCES	1487.	2.3	3.7	3.1	1.6	1.2	1.4
BE SATISFIED WITH COLLEGE	1470.	36.7	49.6	43.8	39.7	53.1	45.9
BE MORE SUCCESSFUL THAN MOST	1482.	20.2	34.6	31.7	22.1	17.1	19.8
FIND A JOB IN DESIRED FIELD	1504.	50.7	70.8	62.0	51.2	59.7	55.1
MARRY WHILE IN COLLEGE	1491.	5.7	11.2	8.9	4.5	7.2	5.7
MARRY WITHIN A YEAR AFTER COLLEGE	1497.	16.6	21.3	19.2	13.0	19.6	16.0

HIGHEST DEGREE PLANNED AT THIS COLLEGE

NONE	1423.	34.5	32.3	31.3	26.0	22.3	24.4
ASSOCIATE (OR EQUIVALENT)		61.5	57.8	59.6	70.0	72.7	71.2
CERTIFICATE		4.0	9.9	7.1	4.0	5.0	4.4

HIGHEST DEGREE PLANNED ANYWHERE

NONE	1423.	8.7	7.0	7.8	6.6	6.9	6.7
ASSOCIATE (OR EQUIVALENT)		13.5	20.2	17.0	14.9	25.7	19.8
BACHELOR'S (B.A., B.S., ETC.)		46.8	33.3	35.0	36.2	34.8	35.9
MASTER'S (M.A., M.S., ETC.)		26.0	21.3	23.5	23.0	20.5	21.8
PH.D. OR E.D.D.		2.0	7.0	7.6	5.5	2.9	4.3
M.D., D.O., D.D.S., OR D.V.M.		1.3	1.2	1.2	5.2	2.9	4.1
LL.B. OR J.D. (LAW)		2.2	0.4	1.2	4.5	1.1	2.4
B.D. OR M. DIV. (DIVINITY)		0.4	0.4	0.4	0.5	0.1	0.3
OTHER		3.0	9.8	6.5	4.2	5.1	4.6

TABLE 3

INCOME DATA AND MAJOR SOURCES OF FINANCIAL SUPPORT FOR FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN, COMPARED WITH A.C.E. TWO-YEAR PUBLIC COLLEGE NATIONAL NORMS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FOREST PARK		TOTAL (PERCENTAGES)	2-YR PUBLIC COLLEGE		NATL NORMS TOTAL
		MALE	FEMALE		MALE	FEMALE	
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	54.0	46.0	100.0
ESTIMATED PARENTAL INCOME	1545.						
LESS THAN \$4,000		21.2	34.5	28.3	5.5	9.1	7.6
\$4,000 - \$5,999		13.7	11.7	12.7	5.0	6.2	5.5
\$6,000 - \$7,999		8.6	9.7	9.2	6.5	7.1	6.7
\$8,000 - \$9,999		11.4	9.7	10.5	9.2	9.6	9.4
\$10,000 - \$12,499		14.1	11.4	12.7	17.3	17.8	17.5
\$12,500 - \$14,999		11.4	8.6	9.9	15.3	14.1	14.8
\$15,000 - \$19,999		11.0	7.6	9.2	16.9	14.3	15.8
\$20,000 - \$24,999		4.3	3.1	3.7	10.7	10.4	10.6
\$25,000 - \$29,999		1.6	2.1	1.8	4.7	4.3	4.5
\$30,000 - \$34,999		0.4	1.0	0.7	2.6	2.7	2.6
\$35,000 - \$39,999		0.4	0.3	0.4	1.6	1.5	1.6
\$40,000 - \$49,999		0.8	0.3	0.6	1.3	1.2	1.3
\$50,000 OR MORE		1.2	0.0	0.6	2.4	1.7	2.1
TOTAL INCOME LAST YEAR INDEPENDENT OF PARENTS	1594.						
NONE		14.1	21.9	18.2	9.1	23.7	15.7
LESS THAN \$500		18.7	27.0	23.1	19.4	33.1	25.6
\$500 - \$999		14.1	12.5	13.3	21.8	18.6	20.4
\$1,000 - \$1,999		14.5	15.8	15.2	23.2	13.5	18.8
\$2,000 - \$2,999		11.7	4.5	7.9	12.5	5.0	9.1
\$3,000 - \$4,999		11.7	8.4	9.9	7.9	2.9	5.6
\$5,000 - \$9,999		8.1	6.8	7.4	4.3	2.0	3.3
\$10,000 OR MORE		7.1	3.2	5.1	1.9	1.1	1.6
FINANCIALLY INDEPENDENT THIS YEAR	1642.						
YES		42.5	43.4	43.0	26.2	23.2	24.9
NO		57.5	56.6	57.0	73.8	76.8	75.1
FINANCIALLY INDEPENDENT LAST YEAR	1612.						
YES		38.2	36.4	37.3	20.8	18.8	19.9
NO		61.8	63.6	62.7	79.2	81.2	80.1
CONCERN ABOUT FINANCING COLLEGE	1647.						
NO CONCERN		35.7	21.3	28.0	43.9	40.9	42.5
SOME CONCERN		32.3	37.5	35.1	43.0	45.1	44.0
MAJOR CONCERN		32.0	41.2	36.9	13.1	14.0	13.5
SUPPORT FROM FULL-TIME EMPLOYMENT	1378.						
NONE		74.9	83.6	79.6	80.4	89.0	84.3
\$1 - \$499		8.8	5.8	7.1	8.6	6.0	7.4
\$500 - \$999		9.4	5.3	7.1	5.0	2.9	4.0
\$1,000 - \$1,999		1.8	1.4	1.6	2.9	1.2	2.2
\$2,000 - \$4,000		1.8	2.4	2.1	1.5	0.6	1.1
OVER \$4,000		3.5	1.4	2.4	1.6	0.3	1.0
SUPPORT FROM PART-TIME EMPLOYMENT	1420.						
NONE		41.9	50.0	46.9	27.5	32.1	29.6
\$1 - \$499		36.0	31.6	33.6	42.5	52.4	47.1
\$500 - \$999		12.4	12.4	12.4	19.0	11.6	15.6
\$1,000 - \$1,999		8.1	4.3	6.0	8.0	3.2	5.8
\$2,000 - \$4,000		1.6	0.4	1.0	2.4	0.6	1.6
OVER \$4,000		0.0	0.4	0.2	0.6	0.1	0.4
SUPPORT FROM SAVINGS	1404.						
NONE		59.9	59.0	59.4	44.7	46.9	45.7
\$1 - \$499		29.4	30.4	30.0	37.2	41.7	39.2
\$500 - \$999		6.8	6.6	6.7	11.0	8.0	9.6
\$1,000 - \$1,999		2.3	3.5	3.0	4.9	2.5	3.8
\$2,000 - \$4,000		0.6	0.4	0.5	1.6	0.8	1.2
OVER \$4,000		1.1	0.0	0.5	0.7	0.1	0.5
SUPPORT FROM SPOUSE	1382.						
NONE		95.9	89.2	92.1	97.3	95.9	96.7
\$1 - \$499		1.2	5.6	3.7	1.4	2.3	1.8
\$500 - \$999		1.2	3.3	2.4	0.6	0.9	0.7
\$1,000 - \$1,999		0.6	0.0	0.3	0.3	0.3	0.3
\$2,000 - \$4,000		0.0	0.5	0.3	0.2	0.2	0.2
OVER \$4,000		1.2	1.4	1.3	0.3	0.4	0.4

TABLE 3 (continued)

SUPPORT FROM PARENTAL/FAMILY AID	1502.						
NONE		49.3	45.5	47.2	30.4	22.9	27.0
\$1 - \$499		35.4	34.1	34.7	41.1	44.9	42.8
\$500 - \$999		9.4	10.8	10.2	14.6	16.8	15.6
\$1,000 - \$1,999		3.6	6.8	5.4	7.4	8.1	7.7
\$2,000 - \$4,000		2.2	1.8	2.0	4.0	4.9	4.4
OVER \$4,000		0.0	1.1	0.6	2.6	2.4	2.5
SUPPORT FROM SOCIAL SECURITY DEPENDENT'S BENEFITS	1383.						
NONE		87.7	84.0	85.6	90.8	88.3	89.7
\$1 - \$499		7.6	9.9	8.9	5.0	7.1	6.0
\$500 - \$999		2.3	3.8	3.1	2.0	2.1	2.1
\$1,000 - \$1,999		1.8	0.9	1.3	1.4	1.6	1.5
\$2,000 - \$4,000		0.6	0.9	0.8	0.5	0.6	0.6
OVER \$4,000		0.0	0.5	0.3	0.3	0.1	0.2
SUPPORT FROM PARENT'S G.I. BENEFITS	1376.						
NONE		95.3	96.1	95.7	97.1	97.4	97.2
\$1 - \$499		1.8	1.9	1.9	1.5	1.7	1.6
\$500 - \$999		0.0	0.5	0.3	0.5	0.4	0.5
\$1,000 - \$1,999		3.0	1.0	1.9	0.5	0.3	0.4
\$2,000 - \$4,000		0.0	0.5	0.3	0.3	0.1	0.2
OVER \$4,000		0.0	0.0	0.0	0.1	0.1	0.1
SUPPORT FROM PERSONAL G.I. BENEFITS	1410.						
NONE		68.2	96.2	82.4	93.7	99.2	96.2
\$1 - \$499		10.9	0.0	5.4	1.3	0.4	0.9
\$500 - \$999		7.0	1.9	4.4	1.1	0.1	0.7
\$1,000 - \$1,999		7.0	1.4	4.1	1.7	0.1	1.0
\$2,000 - \$4,000		6.0	0.5	3.2	1.8	0.1	1.0
OVER \$4,000		1.0	0.0	0.5	0.4	0.0	0.3
SUPPORT FROM BASIC EDUCATIONAL OPPORTUNITY GRANT	1467.						
NONE		60.2	49.6	54.2	75.8	75.5	75.7
\$1 - \$499		18.9	14.7	16.5	15.0	14.8	14.9
\$500 - \$999		16.4	28.2	23.1	6.6	7.6	7.1
\$1,000 - \$1,999		3.5	5.3	4.5	1.9	1.6	1.7
\$2,000 - \$4,000		1.0	1.5	1.3	0.5	0.4	0.4
OVER \$4,000		0.0	0.8	0.4	0.2	0.1	0.2
SUPPORT FROM SUPPLEMENTAL EDUCA- TIONAL OPPORTUNITY GRANT	1391.						
NONE		89.9	87.3	88.5	93.6	95.0	94.2
\$1 - \$499		5.1	5.2	5.1	4.3	3.2	3.8
\$500 - \$999		3.4	6.6	5.1	1.4	1.3	1.4
\$1,000 - \$1,999		0.6	0.9	0.8	0.4	0.4	0.4
\$2,000 - \$4,000		0.6	0.0	0.3	0.1	0.1	0.1
OVER \$4,000		0.6	0.0	0.3	0.1	0.0	0.1
SUPPORT FROM STATE SCHOLARSHIP OR GRANT	1389.						
NONE		91.5	85.9	88.4	85.7	84.7	85.2
\$1 - \$499		4.0	9.4	6.9	10.6	11.9	11.2
\$500 - \$999		2.3	2.8	2.6	2.5	2.7	2.6
\$1,000 - \$1,999		1.1	1.4	1.3	0.8	0.5	0.7
\$2,000 - \$4,000		0.6	0.5	0.5	0.2	0.1	0.2
OVER \$4,000		0.6	0.0	0.3	0.2	0.1	0.1
SUPPORT FROM COLLEGE WORK-STUDY GRANT	1407.						
NONE		78.0	77.8	77.9	92.2	91.6	91.9
\$1 - \$499		13.7	12.4	13.0	4.9	5.8	5.3
\$500 - \$999		7.7	7.1	7.4	2.2	2.2	2.2
\$1,000 - \$1,999		0.0	2.2	1.2	0.4	0.4	0.4
\$2,000 - \$4,000		0.0	0.4	0.2	0.1	0.1	0.1
OVER \$4,000		0.5	0.0	0.2	0.1	0.0	0.1

TABLE 3 (continued)

SUPPORT FROM LOCAL OR PRIVATE
SCHOLARSHIP OR GRANT

1385.

NONE	90.1	91.1	90.6	89.1	84.0	86.8
\$1 - \$499	5.8	5.1	5.5	8.3	13.3	10.6
\$500 - \$999	2.3	0.9	1.6	1.7	2.0	1.8
\$1,000 - \$1,999	1.2	2.3	1.8	0.5	0.5	0.5
\$2,000 - \$4,000	0.0	0.0	0.0	0.2	0.2	0.2
OVER \$4,000	0.6	0.5	0.5	0.1	0.1	0.1

SUPPORT FROM FEDERAL
GUARANTEED STUDENT LOAN

1385.

NONE	93.2	90.9	91.9	92.7	93.5	93.1
\$1 - \$499	4.5	5.8	5.2	2.8	2.2	2.5
\$500 - \$999	1.1	1.0	1.0	1.5	1.5	1.5
\$1,000 - \$1,999	0.6	1.4	1.0	2.5	2.4	2.5
\$2,000 - \$4,000	0.0	1.0	0.5	0.3	0.3	0.3
OVER \$4,000	0.6	0.0	0.3	0.2	0.1	0.1

SUPPORT FROM NATIONAL
DIRECT STUDENT LOAN

1381.

NONE	95.9	92.3	94.0	95.8	95.6	95.7
\$1 - \$499	2.9	3.8	3.4	1.7	1.9	1.8
\$500 - \$999	0.6	2.9	1.8	1.2	1.1	1.2
\$1,000 - \$1,999	0.6	0.5	0.5	1.0	1.3	1.1
\$2,000 - \$4,000	0.0	0.5	0.3	0.2	0.1	0.1
OVER \$4,000	0.0	0.0	0.0	0.1	0.0	0.1

SUPPORT FROM OTHER LOAN

1377.

NONE	97.0	91.9	94.2	94.6	94.9	94.7
\$1 - \$499	2.4	3.3	2.9	2.6	2.3	2.5
\$500 - \$999	0.0	3.3	1.9	1.3	1.2	1.2
\$1,000 - \$1,999	0.0	1.0	0.5	1.2	1.3	1.2
\$2,000 - \$4,000	0.0	0.5	0.3	0.2	0.2	0.2
OVER \$4,000	0.6	0.0	0.3	0.2	0.0	0.1

OTHER SOURCES OF SUPPORT

1366.

NONE	94.5	90.6	92.3	94.9	94.8	94.8
\$1 - \$499	3.7	4.5	4.1	3.1	3.6	3.4
\$500 - \$999	0.6	2.5	1.6	0.8	0.8	0.8
\$1,000 - \$1,999	0.6	1.5	1.1	0.5	0.4	0.4
\$2,000 - \$4,000	0.0	0.0	0.0	0.2	0.3	0.2
OVER \$4,000	0.6	1.0	0.8	0.5	0.2	0.3

TABLE 4

PERSONAL OBJECTIVES AND SELF-ASSESSMENT OF FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN, COMPARED WITH A.C.E. TWO-YEAR PUBLIC COLLEGE NATIONAL NORMS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FOREST PARK		TOTAL	2-YR PUBLIC COLLEGE NATL NORMS		TOTAL
		MALE	FEMALE		MALE	FEMALE	
(PERCENTAGES)							
NUMBER OF STUDENTS	1671	46.2	53.8	100.0	54.0	46.0	100.0
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT							
ACHIEVE IN A PERFORMING ART	1544.	13.9	11.7	12.7	9.4	9.9	9.6
BE AN AUTHORITY IN MY FIELD	1545.	72.0	62.5	66.8	64.7	52.8	59.2
OBTAIN RECOGNITION FROM COLLEAGUES	1543.	53.1	39.6	45.7	41.3	32.5	37.2
INFLUENCE POLITICAL STRUCTURE	1531.	15.0	9.3	11.9	13.0	7.6	10.5
INFLUENCE SOCIAL VALUES	1532.	34.7	29.4	31.8	23.5	26.6	24.9
RAISE A FAMILY	1543.	59.4	58.2	58.7	52.5	59.4	55.7
HAVE ADMINISTRATIVE RESPONSIBILITY	1527.	35.7	33.9	34.7	30.1	24.0	27.3
BE VERY WELL OFF FINANCIALLY	1542.	65.1	56.8	60.5	57.6	40.2	49.5
HELP OTHERS IN DIFFICULTY	1542.	61.7	74.9	69.0	49.6	67.6	57.9
THEORETICAL CONTRIBUTION TO SCIENCE	1528.	15.5	12.2	13.6	13.2	9.1	11.3
WRITING ORIGINAL WORKS	1525.	11.6	10.3	10.9	8.9	9.9	9.4
CREATING ARTISTIC WORK	1524.	14.7	15.7	15.3	11.1	15.1	13.0
BE SUCCESSFUL IN MY OWN BUSINESS	1527.	54.7	31.7	41.9	50.8	28.0	40.3
BE INVOLVED IN ENVIRONMENTAL CLEANUP	1522.	27.7	21.6	24.3	28.0	22.8	25.6
DEVELOP PHILOSOPHY OF LIFE	1521.	55.8	55.9	55.9	51.4	58.3	54.6
PARTICIPATE IN COMMUNITY ACTION	1521.	30.3	27.6	28.8	22.0	24.7	23.3
KEEP UP WITH POLITICAL AFFAIRS	1525.	37.8	26.0	31.2	32.6	27.1	30.1
REASONS GIVEN AS VERY IMPORTANT FOR LONG-TERM CAREER CHOICE							
JOB OPENINGS AVAILABLE	1563.	58.7	71.8	66.1	43.3	53.9	48.2
RAPID ADVANCEMENT	1552.	56.2	51.0	53.3	41.8	34.5	38.4
HIGH ANTICIPATED EARNINGS	1561.	67.5	61.2	64.0	51.9	41.0	46.9
RESPECTED OCCUPATION	1545.	45.2	50.0	47.9	34.0	35.0	34.5
INDEPENDENCE	1553.	46.5	55.8	51.7	43.1	36.4	40.0
CHANCE FOR STEADY PROGRESS	1555.	67.3	62.6	64.7	53.2	47.4	50.5
CONTRIBUTION TO SOCIETY	1551.	46.3	52.4	49.7	34.9	46.2	40.2
AVOID PRESSURE	1555.	23.0	28.3	25.9	18.9	20.2	19.5
WORK WITH IDEAS	1549.	51.2	45.9	48.3	40.9	38.2	39.6
BE HELPFUL TO OTHERS	1560.	65.2	80.4	73.7	47.8	71.2	58.8
WORK WITH PEOPLE	1570.	66.7	82.4	75.4	48.3	73.7	60.2
INTRINSIC INTEREST IN FIELD	1541.	67.2	71.3	69.5	60.4	67.6	63.7
TRAIT SELF-RATINGS (PERCENTAGE OF SELF-RATINGS ABOVE "AVERAGE")							
ACADEMIC ABILITY	1635.	38.8	30.7	34.5	36.9	36.9	36.9
ATHLETIC ABILITY	1634.	41.3	20.8	30.4	48.4	23.2	36.8
ARTISTIC ABILITY	1627.	21.1	15.6	18.2	17.2	18.1	17.7
CHEERFULNESS	1634.	49.7	53.6	51.7	44.5	54.7	49.2
DEFENSIVENESS	1625.	43.4	29.7	36.2	29.4	26.7	28.2
DRIVE TO ACHIEVE	1636.	65.0	63.4	64.2	51.7	52.3	52.0
LEADERSHIP ABILITY	1628.	49.8	31.0	39.8	37.9	27.5	33.1
MATHEMATICAL ABILITY	1628.	25.9	18.9	22.1	27.6	19.9	24.1
MECHANICAL ABILITY	1630.	29.3	6.9	17.5	38.8	7.8	24.6
ORIGINALITY	1620.	38.1	29.0	33.2	33.0	29.7	31.5
PHYSICAL ATTRACTIVENESS	1623.	38.3	27.9	32.7	24.9	20.1	22.7
POLITICAL CONSERVATISM	1618.	9.7	7.9	8.7	10.3	6.0	8.3
POLITICAL LIBERALISM	1617.	23.1	15.6	19.1	17.8	12.6	15.4
POPULARITY	1622.	30.3	24.1	27.0	28.0	20.7	24.7
POPULARITY WITH OPPOSITE SEX	1629.	40.3	32.9	36.4	29.1	22.7	26.1
PUBLIC SPEAKING ABILITY	1624.	22.8	17.0	19.7	16.7	12.2	14.6
SELF-CONFIDENCE (SOCIAL)	1616.	49.1	33.3	40.7	36.3	25.9	31.5
SELF-CONFIDENCE (INTELLECTUAL)	1622.	51.0	35.3	42.6	32.9	26.4	29.9
SENSITIVITY TO CRITICISM	1622.	22.0	22.1	22.0	21.1	24.9	22.9
STUBBORNNESS	1626.	31.4	37.9	34.8	35.9	37.5	36.6
UNDERSTANDING OF OTHERS	1634.	66.7	62.0	64.2	57.7	67.2	62.1
WRITING ABILITY	1632.	30.8	30.0	30.4	21.3	24.8	22.9
IDENTIFY WITH PEOPLE WHO LIVE IN MY COMMUNITY							
LITTLE OR NONE	1623.	26.1	28.9	27.6	14.8	14.8	14.8
MODERATELY		39.4	40.2	39.8	42.9	45.1	43.9
STRONGLY		20.2	20.5	20.4	27.0	27.3	27.1
STRONGEST OF ALL		14.3	10.4	12.2	15.3	12.8	14.1

TABLE 4 (continued)

IDENTIFY WITH PEOPLE OF MY OWN RELIGION	1601.						
LITTLE OR NONE		36.1	31.5	33.6	39.1	33.7	36.6
MODERATELY		43.1	42.8	42.9	41.1	44.4	42.7
STRONGLY		15.7	21.1	18.6	14.0	15.2	14.5
STRONGEST OF ALL		5.1	4.6	4.8	5.8	6.6	6.2
IDENTIFY WITH PEOPLE OF MY OWN SEX	1604.						
LITTLE OR NONE		12.7	13.7	13.2	10.5	6.9	8.8
MODERATELY		54.0	53.7	53.8	59.3	56.1	57.8
STRONGLY		26.1	27.4	26.8	26.7	33.0	29.6
STRONGEST OF ALL		7.2	5.2	6.2	3.5	4.1	3.7
IDENTIFY WITH PEOPLE OF MY OWN RACE	1605.						
LITTLE OR NONE		6.4	7.7	7.1	13.6	10.7	12.3
MODERATELY		37.6	42.4	40.2	45.4	47.9	46.5
STRONGLY		39.0	35.0	36.9	32.2	33.6	32.8
STRONGEST OF ALL		17.0	14.9	15.9	8.9	7.8	8.4
IDENTIFY WITH PEOPLE OF MY OWN GENERATION	1622.						
LITTLE OR NONE		5.9	8.9	7.6	4.3	3.1	3.7
MODERATELY		25.9	29.8	28.0	26.2	25.9	26.1
STRONGLY		39.9	32.4	35.9	40.4	41.7	41.0
STRONGEST OF ALL		28.3	28.9	28.6	28.2	29.3	29.2

TABLE 5

ATTITUDE RESPONSES OF FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN, COMPARED WITH A.C.E. TWO-YEAR PUBLIC COLLEGE NATIONAL NORMS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FOREST PARK			2-YR PUBLIC COLLEGE NATL NORMS		
		MALE	FEMALE	TOTAL (PERCENTAGES)	MALE	FEMALE	TOTAL
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	54.0	46.0	100.0
POLITICAL ORIENTATION	1611.						
FAR LEFT		5.6	3.7	4.6	2.6	1.8	2.3
LIBERAL		33.6	24.3	28.6	25.9	23.7	24.9
MIDDLE-OF-THE-ROAD		45.8	58.5	52.5	55.9	62.5	58.9
CONSERVATIVE		12.9	12.3	12.6	14.5	11.2	13.0
FAR RIGHT		2.1	1.2	1.6	1.1	0.8	1.0
AGREE STRONGLY OR SOMEWHAT							
GOV'T NOT CONTROLLING POLLUTION	1599.	77.1	83.0	80.3	80.1	83.8	81.8
GOV'T NOT PROTECTING CONSUMER	1598.	74.0	77.2	75.8	73.2	77.5	75.2
GOV'T SHOULD HELP PRIVATE COLLEGES	1584.	69.6	68.2	68.8	66.8	63.4	65.2
STUDENTS NEED MORE GRANTS, FEWER LOANS	1584.	84.5	86.9	85.8	78.6	84.5	81.3
TOO MANY RIGHTS FOR CRIMINALS	1575.	49.8	41.7	45.4	58.8	49.0	54.3
SHOULD DISOBEY LAWS VS. OWN VALUES	1560.	37.5	31.3	34.1	36.9	31.2	34.3
PEOPLE SHOULD BE PAID EQUALLY	1590.	41.9	38.1	39.8	33.7	32.1	33.0
WOMEN'S ACTIVITIES BEST IN HOME	1588.	38.9	23.3	30.3	43.2	22.2	33.5
WOMEN SHOULD GET JOB EQUALITY	1590.	87.1	93.3	90.5	86.4	93.6	89.8
SHOULD LIVE TOGETHER BEFORE MARRIAGE	1583.	60.6	42.6	50.8	55.5	41.6	49.1
SHOULD DISCOURAGE HAVING LARGE FAMILIES	1565.	45.9	42.2	43.9	61.0	52.3	57.0
PREMARITAL SEX IS OK	1577.	74.4	40.5	56.2	64.6	32.2	49.7
YOUNG KNOW MORE THAN OLD ABOUT SEX	1556.	68.5	65.6	66.9	65.8	65.3	65.6
YOUNG MORE IDEALISTIC THAN OLD	1554.	79.8	72.4	75.8	76.0	72.8	74.5
MARIJUANA SHOULD BE LEGALIZED	1575.	55.3	50.5	52.7	52.5	45.1	49.1
TAX RATE FOR WEALTHY SHOULD BE INCREASED	1577.	81.1	78.9	79.9	78.1	72.7	75.6
SHOULD OUTLAW LARGE CAMPAIGN GIFTS	1561.	64.5	59.3	61.7	65.1	56.3	61.0
CAN DO LITTLE TO CHANGE SOCIETY	1554.	52.0	52.0	52.0	50.4	43.2	47.1
AGREE STRONGLY OR SOMEWHAT							
COLL SHOULD REGULATE STUDENTS OFF CAMPUS	1566.	19.9	20.0	20.0	16.0	13.0	14.6
STUDENTS SHOULD HELP EVALUATE FACULTY	1555.	68.1	63.2	65.4	70.6	70.4	70.5
SHOULD ABOLISH COLLEGE GRADES	1552.	34.3	40.6	37.7	33.4	29.9	31.8
SHOULD DE-EMPHASIZE ORGANIZED SPORTS	1542.	32.9	34.1	33.6	30.3	27.4	28.9
COLL SHOULD REGULATE STUDENT PUBLICATIONS	1527.	40.7	42.6	41.7	37.4	39.3	38.3
COLLEGE HAS RIGHT TO BAN SPEAKER	1534.	26.4	26.7	26.6	28.1	23.0	25.7
DISADVANTAGED SHOULD HAVE PREF TREATMENT	1540.	53.1	46.1	49.3	44.4	41.1	42.9
COLLEGE TOO LAX ON STUDENT PROTESTS	1515.	35.0	38.2	36.7	41.0	36.4	38.9
SHOULD ADOPT OPEN ADMISSIONS AT PUB COLL	1532.	52.5	60.8	57.0	53.5	53.3	53.4
SHOULD USE SAME DEGREE STANDARD FOR ALL	1538.	70.0	74.6	72.5	78.9	77.48	78.4

TABLE 6

BIOGRAPHIC AND DEMOGRAPHIC DATA ON FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN VS. RETURNING STUDENTS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FIRST-TIME FRESHMEN (PERCENTAGES)			NUMBER OF RESPONDENTS	RETURNING STUDENTS (PERCENTAGES)		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	1515.	49.1	50.9	100.0
AGE BY DECEMBER 31, 1974	1666.				1509.			
16 OR YOUNGER		0.0	0.0	0.0		0.3	0.1	0.2
17		2.0	1.1	1.5		0.5	0.4	0.5
18		25.5	33.6	29.9		1.1	0.9	1.0
19		25.8	32.5	29.4		5.9	10.8	8.4
20		14.7	10.0	12.2		12.0	13.3	12.7
21		4.2	3.6	3.9		9.6	9.5	9.5
22-25		11.5	9.2	10.3		23.9	19.6	21.6
26 OR OLDER		16.3	10.0	13.0		46.7	45.4	46.1
RACIAL BACKGROUND	1658.				1489.			
WHITE/CAUCASIAN		40.5	37.9	39.1		40.4	42.2	41.3
BLACK/NEGRO/AFRO-AMERICAN		58.2	61.3	59.9		57.0	57.2	57.1
ORIENTAL		0.7	1.1	0.9		0.7	0.3	0.5
OTHER		0.4	0.0	0.2		1.9	0.3	1.1
MARITAL STATUS	1627.				1402.			
PRESENTLY MARRIED		16.4	11.6	13.9		44.7	39.7	42.2
PRESENTLY ENGAGED		2.7	8.8	5.9		4.6	5.7	5.1
SEEING ONE PERSON EXCLUSIVELY		31.4	38.1	34.9		14.7	26.6	20.7
DATING, BUT NO ONE STEADILY		31.4	22.0	26.5		26.8	15.0	20.8
NOT DATING IN RECENT MONTHS		18.1	19.5	18.8		9.2	13.0	11.1
VETERAN	1665.				1503.			
NO		76.1	97.5	87.7		42.6	96.3	69.9
YES		23.9	2.5	12.3		57.4	3.7	30.1
YEAR GRADUATED FROM HIGH SCHOOL	1610.				1515.			
1974		63.8	72.2	68.4		0.0	0.0	0.0
1973		5.0	8.8	7.0		14.0	17.5	15.8
1972		2.9	2.7	2.8		9.4	10.8	10.1
1971 OR EARLIER		15.8	9.1	12.1		56.6	54.9	55.7
H.S. EQUIVALENCY (G.E.D. TEST)		9.7	6.9	8.2		16.7	14.7	15.7
NEVER COMPLETED HIGH SCHOOL		2.9	0.3	1.5		3.4	2.2	2.8
AVERAGE GRADE IN HIGH SCHOOL	1646.				1454.			
A OR A+		1.3	2.9	2.2		1.7	3.7	2.7
A-		0.3	6.4	3.6		2.1	5.7	3.9
B+		8.0	17.6	13.2		9.5	17.4	13.5
B		18.7	25.1	22.1		12.1	24.6	18.4
B-		11.0	10.1	10.5		11.4	13.9	12.7
C+		26.7	15.3	20.6		26.9	17.0	21.9
C		28.7	21.1	24.6		32.5	17.3	24.8
D		5.3	1.4	3.3		3.9	0.5	2.2
HIGH SCHOOL PROGRAM	1597.				1483.			
COLLEGE PREPARATORY		73.0	68.4	70.5		67.8	68.7	68.3
OTHER		27.0	31.6	29.5		32.2	31.3	31.7
CURRENT RELIGIOUS PREFERENCE	1634.							
BAPTIST		38.0	36.3	37.1		31.4	33.6	32.5
LUTHERAN		3.8	3.5	3.6		3.6	5.3	4.5
OTHER PROTESTANT		10.7	11.6	11.3		18.6	17.9	18.3
ROMAN CATHOLIC		26.8	32.0	29.7		22.3	25.8	24.1
JEWISH		1.0	0.6	0.8		0.6	2.0	1.3
OTHER		6.5	7.4	6.7		6.1	5.3	5.7
NONE		13.2	8.6	10.7		17.4	10.1	13.6
FATHER'S RELIGIOUS PREFERENCE	1559.				1269.			
BAPTIST		42.0	40.1	41.0		38.8	41.1	40.0
LUTHERAN		3.5	2.6	3.0		4.0	4.2	4.1
OTHER PROTESTANT		11.3	10.7	10.9		18.7	13.8	16.3
ROMAN CATHOLIC		28.0	29.5	28.8		26.2	24.3	25.2
JEWISH		1.2	1.7	1.4		1.1	2.2	1.7
OTHER		4.7	6.8	6.0		4.0	4.8	4.1
NONE		9.3	8.6	8.9		7.2	10.1	8.7

TABLE 6 (continued)

MOTHER'S RELIGIOUS PREFERENCE	1614.				1351.			
BAPTIST		45.6	43.5	44.5		40.5	41.6	41.1
LUTHERAN		4.3	4.5	4.4		4.2	4.6	4.4
OTHER PROTESTANT		13.2	12.0	12.5		19.4	17.3	18.5
ROMAN CATHOLIC		28.5	30.3	29.5		26.6	26.4	26.5
JEWISH		0.7	1.2	1.0		1.2	2.0	1.6
OTHER		5.6	6.4	6.0		5.2	5.2	5.2
NONE		2.1	2.1	2.1		2.9	2.9	2.9
FATHER'S EDUCATION	1599.				1378.			
GRAMMAR SCHOOL OR LESS		23.5	27.1	25.4		29.4	33.5	31.5
SOME HIGH SCHOOL		27.7	25.2	26.4		25.9	21.7	23.7
HIGH SCHOOL GRADUATE		24.2	24.5	24.4		21.4	19.1	20.2
POST-SECONDARY OTHER THAN COLLEGE		3.9	3.5	3.7		3.0	3.4	3.2
SOME COLLEGE		10.5	9.6	10.0		8.3	11.1	9.7
COLLEGE DEGREE		7.7	6.7	7.2		5.5	6.4	6.0
SOME GRADUATE SCHOOL		0.0	1.3	0.7		1.5	1.3	1.4
GRADUATE DEGREE		2.5	2.2	2.3		5.1	3.5	4.3
MOTHER'S EDUCATION	1632.				1386.			
GRAMMAR SCHOOL OR LESS		14.8	15.8	15.3		22.8	25.3	24.1
SOME HIGH SCHOOL		24.8	31.9	28.6		26.9	25.0	25.9
HIGH SCHOOL GRADUATE		35.5	27.5	31.2		31.0	27.5	29.2
POST-SECONDARY OTHER THAN COLLEGE		3.4	5.6	4.6		4.5	5.5	5.0
SOME COLLEGE		13.8	12.0	12.8		7.1	9.4	8.3
COLLEGE DEGREE		5.2	5.3	5.2		4.5	4.2	4.3
SOME GRADUATE SCHOOL		1.0	0.6	0.8		0.7	0.6	0.6
GRADUATE DEGREE		1.4	1.5	1.4		2.5	2.5	2.5
FATHER'S OCCUPATION	1500.				1137.			
ARTIST (INCL PERFORMER)		0.0	1.8	1.0		0.5	0.5	0.5
BUSINESSMAN		14.1	12.5	13.2		12.5	13.8	13.2
CLERGY OR RELIGIOUS WORKER		0.9	1.1	1.0		2.4	1.4	1.8
DOCTOR (M.D. OR D.D.S.)		0.4	0.4	0.4		1.5	0.5	1.0
EDUCATOR (COLLEGE)		0.0	0.0	0.0		0.5	0.5	0.5
EDUCATOR (SECONDARY)		0.4	0.7	0.6		0.4	1.2	0.8
EDUCATOR (ELEMENTARY)		0.0	0.0	0.0		0.0	0.3	0.2
ENGINEER		5.7	4.8	5.2		2.7	2.4	2.6
FARMER OR FORESTER		1.3	4.0	2.8		2.4	3.9	3.2
HEALTH PROFESSIONAL (NON-M.D.)		1.8	0.7	1.2		0.7	1.5	1.1
LAWYER		0.0	0.7	0.4		1.1	0.7	0.9
MILITARY CAREER		0.0	1.5	0.8		0.5	0.5	0.5
RESEARCH SCIENTIST		0.4	0.0	0.2		0.7	0.2	0.4
SKILLED WORKER		20.3	16.5	18.2		23.4	20.1	21.7
SEMI-SKILLED OR UNSKILLED WORKER		23.3	20.1	21.6		27.0	22.9	24.9
UNEMPLOYED		4.8	5.9	5.4		6.7	5.6	6.2
OTHER OCCUPATION		26.4	29.3	28.0		16.9	23.9	20.5

TABLE 7

COLLEGE INFORMATION AND EXPECTATIONS FOR FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN VS. RETURNING STUDENTS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FIRST-TIME FRESHMEN			NUMBER OF RESPONDENTS	RETURNING STUDENTS		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
		(PERCENTAGES)				(PERCENTAGES)		
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	1515.	49.1	50.9	100.0
THIS COLLEGE IS STUDENT'S	1657.				1480.			
FIRST CHOICE		60.6	54.1	57.1		68.2	68.4	68.3
SECOND CHOICE		25.8	32.4	29.4		20.9	23.0	22.0
LESS THAN SECOND CHOICE		13.6	13.5	13.5		10.9	8.6	9.7
REASONS GIVEN AS VERY IMPORTANT IN COLLEGE SELECTION								
RELATIVES WANTED ME TO GO	1570.	8.9	8.4	8.6	1192.	6.7	5.2	6.0
WANTED TO LIVE AWAY FROM HOME	1543.	5.3	5.4	5.3	1154.	1.6	3.8	2.7
TEACHER ADVISED ME	1530.	6.8	8.5	7.7	1138.	2.4	5.5	4.0
HAS A GOOD ACADEMIC REPUTATION	1563.	28.9	33.4	31.4	1206.	23.4	35.1	29.3
OFFERED FINANCIAL ASSISTANCE	1543.	29.6	33.3	31.7	1187.	25.3	23.7	24.5
ADVICE OF SOMEONE WHO ATTENDED	1561.	13.1	16.8	15.2	1205.	12.4	17.5	14.9
OFFERS SPECIAL EDUCATIONAL PROGRAMS	1571.	38.6	55.6	48.2	1284.	42.9	62.0	52.7
HAS LOW TUITION	1575.	46.5	46.7	46.6	1282.	56.6	64.1	60.4
ADVICE OF GUIDANCE COUNSELOR	1532.	13.2	12.1	12.6	1144.	7.8	10.4	9.1
WANTED TO LIVE AT HOME	1552.	18.5	19.1	18.8	1168.	20.8	25.6	23.2
COULD NOT GET A JOB	1540.	17.0	16.7	16.9	1146.	11.6	13.9	12.7
RESIDENCE DURING FALL TERM	1591.				1317.			
WITH PARENTS OR RELATIVES		67.9	69.1	68.5		36.2	43.1	39.7
OTHER PRIVATE HOME OR APARTMENT		24.2	18.2	21.0		48.1	38.6	43.3
COLLEGE DORMITORY		1.8	8.6	5.4		0.9	2.3	1.6
OTHER		6.1	4.1	5.1		14.7	15.9	15.3
RESIDENCE PREFERRED DURING FALL TERM	1455.				984.			
WITH PARENTS OR RELATIVES		30.7	23.6	26.8		16.2	21.0	18.6
OTHER PRIVATE HOME OR APARTMENT		47.8	46.0	46.8		62.6	57.2	59.9
COLLEGE DORMITORY		14.2	23.6	19.4		7.2	8.1	7.7
OTHER		7.3	6.8	7.0		13.9	13.7	13.8
PROBABLE MAJOR FIELD OF STUDY	1476.				1143.			
AGRICULTURE (INCL FORESTRY)		0.5	0.4	0.4		0.6	0.7	0.6
BIOLOGICAL SCIENCES		3.4	2.2	2.7		2.3	2.0	2.1
BUSINESS		16.6	14.4	15.3		25.7	13.8	19.3
EDUCATION		2.9	5.2	4.2		3.6	11.4	7.8
ENGINEERING		9.8	0.4	4.4		8.7	0.5	4.3
ENGLISH		0.5	0.4	0.4		0.4	0.7	0.5
HEALTH PROFESSIONS		9.8	33.2	23.1		4.5	26.1	16.1
HISTORY, POLITICAL SCIENCE		2.0	1.5	1.7		1.9	0.5	1.1
HUMANITIES (OTHER)		1.5	2.2	1.9		2.5	3.4	3.1
FINE ARTS		9.3	5.9	7.4		7.2	3.6	5.2
MATHEMATICS AND STATISTICS		1.5	0.0	0.6		0.8	0.2	0.4
PHYSICAL SCIENCES		0.5	0.0	0.2		1.1	0.2	0.6
SOCIAL SCIENCES		7.3	5.9	6.5		8.1	12.1	10.2
OTHER TECHNICAL FIELDS		11.2	17.0	14.5		12.9	13.0	12.9
OTHER NONTECHNICAL FIELDS		22.0	10.0	15.1		17.2	10.4	13.6
UNDECIDED		1.5	1.5	1.5		2.5	1.6	2.0
PROBABLE CAREER OCCUPATION	1930.				1205.			
ARTIST (INCL PERFORMER)		7.1	6.5	6.8		6.2	3.5	4.8
BUSINESSMAN		13.4	7.9	10.4		20.7	6.7	13.4
CLERGY OR RELIGIOUS WORKER		0.0	0.0	0.0		1.2	0.6	0.9
DOCTOR (M.D. OR D.D.S.)		2.5	3.8	3.2		3.3	2.4	2.8
EDUCATOR (COLLEGE)		0.0	0.3	0.2		1.6	1.0	1.2
EDUCATOR (SECONDARY)		1.3	0.7	0.9		2.6	2.2	2.4
EDUCATOR (ELEMENTARY)		0.4	1.4	0.9		0.5	3.0	1.8
ENGINEER		6.3	0.7	3.2		5.5	0.3	2.8
FARMER OR FORESTER		0.4	0.0	0.2		1.0	0.5	0.7
HEALTH PROFESSIONAL (NON-M.D.)		7.6	13.0	10.6		5.7	9.8	7.8
LAWYER		2.9	0.7	1.7		2.2	1.6	1.9
NURSE		4.6	29.8	18.5		2.6	25.9	14.7
RESEARCH SCIENTIST		1.3	0.7	0.9		0.9	0.0	0.4
OTHER OCCUPATION		41.2	26.7	33.2		40.2	37.4	38.8
UNDECIDED		10.9	7.9	9.2		5.9	5.0	5.4

TABLE 7 (continued)

STUDENTS ESTIMATE CHANCES ARE
VERY GOOD THAT THEY WILL

CHANGE MAJOR FIELD	1527.	9.3	8.3	8.7	1230.	9.3	7.1	8.1
CHANGE CAREER CHOICE	1531.	9.2	6.5	7.7	1230.	8.5	6.7	7.6
FAIL ONE OR MORE COURSES	1521.	3.8	5.9	5.0	1216.	6.7	4.3	5.4
GRADUATE WITH HONORS	1516.	10.0	8.1	8.9	1204.	14.7	12.7	13.6
BE ELECTED TO STUDENT OFFICE	1510.	2.7	2.8	2.7	1204.	2.8	3.7	3.2
JOIN A SOCIAL FRAT OR SORORITY	1509.	5.7	6.7	6.3	1207.	6.9	5.4	6.1
LIVE IN A COEDUCATIONAL DORM	1502.	5.4	6.8	6.2	1210.	3.8	3.5	3.6
LIVE IN A COMMUNE WHILE IN COLLEGE	1507.	0.9	2.5	1.8	1197.	4.3	3.4	3.8
BE ELECTED TO AN HONOR SOCIETY	1499.	1.4	5.0	3.4	1185.	5.3	8.8	7.1
MAKE AT LEAST A 'B' AVERAGE	1510.	27.3	33.9	31.0	1226.	36.2	47.6	42.2
NEED EXTRA TIME TO COMPLETE DEGREE	1500.	11.7	12.9	12.4	1186.	19.7	18.4	19.1
WORK AT OUTSIDE JOB	1510.	59.8	42.0	49.8	1200.	70.4	62.6	66.3
SEEK VOCATIONAL COUNSELING	1494.	12.2	9.5	10.7	1185.	12.5	15.1	15.8
SEEK INDIVIDUAL COUNSELING	1499.	8.6	10.8	9.8	1179.	7.2	9.7	8.5
ENROLL IN HONORS COURSES	1498.	5.4	5.1	5.2	1171.	5.7	7.4	6.6
GET A BACHELOR'S DEGREE	1503.	38.6	32.1	35.0	1182.	49.4	47.6	48.5
DROP OUT TEMPORARILY	1496.	3.2	2.9	3.0	1176.	4.6	4.6	4.6
DROP OUT PERMANENTLY	1489.	0.9	4.0	2.7	1171.	2.0	2.3	2.1
TRANSFER TO ANOTHER COLLEGE	1501.	18.6	13.2	15.6	1179.	22.4	19.0	20.6
ENTER ARMED FORCES	1487.	2.3	3.7	3.1	1157.	3.1	2.7	2.9
BE SATISFIED WITH COLLEGE	1470.	36.7	49.6	43.8	1144.	38.0	46.7	42.5
BE MORE SUCCESSFUL THAN MOST	1482.	28.2	34.6	31.7	1144.	28.5	30.1	29.4
FIND A JOB IN PREFERRED FIELD	1503.	50.7	70.8	62.0	1171.	52.5	70.9	62.1
MARRY WHILE IN COLLEGE	1451.	5.7	11.2	8.9	761.	8.0	11.4	9.7
MARRY WITHIN A YEAR AFTER COLLEGE	1447.	16.6	21.3	19.2	727.	14.6	22.2	18.6

HIGHEST DEGREE PLANNED AT THIS COLLEGE

NONE	1423.	34.5	32.3	33.3	1014.	24.4	24.5	24.4
ASSOCIATE (OR EQUIVALENT)		61.5	57.8	59.6		73.5	72.1	72.8
CERTIFICATE		4.0	9.9	7.1		2.1	3.4	2.8

HIGHEST DEGREE PLANNED ANYWHERE

NONE	1423.	8.7	7.0	7.8	1014.	3.7	4.5	4.1
ASSOCIATE (OR EQUIVALENT)		13.4	20.2	17.0		9.7	15.4	12.6
BACHELOR'S (B.A., B.S.)		36.8	33.3	35.0		40.2	35.8	38.0
MASTER'S (M.A., M.S.)		26.0	21.3	23.5		27.3	29.0	28.1
PH.D. OR ED.D.		7.8	7.0	7.4		10.9	6.2	8.5
M.D., D.O., D.D.S., OR D.V.M.		1.3	1.2	1.2		2.9	1.5	2.2
LL.B. OR J.D. (LAW)		2.2	0.4	1.2		2.4	1.5	1.9
B.D. OR M. DIV. (DIVINITY)		0.4	0.4	0.4		0.7	0.5	0.6
OTHER		3.5	9.3	6.5		2.2	5.5	3.9

TABLE 8

INCOME DATA AND MAJOR SOURCES OF FINANCIAL SUPPORT FOR FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN VS. RETURNING STUDENTS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FIRST-TIME FRESHMEN			NUMBER OF RESPONDENTS	RETURNING STUDENTS		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
		(PERCENTAGES)				(PERCENTAGES)		
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	1515.	49.1	50.9	100.0
ESTIMATED PARENTAL INCOME	1545.				1086.			
LESS THAN \$4,000		21.2	34.5	28.3		18.0	24.1	21.0
\$4,000 - \$5,999		13.7	11.7	12.7		11.5	12.6	12.1
\$6,000 - \$7,999		8.6	9.7	9.2		12.9	13.4	13.2
\$8,000 - \$9,999		11.4	9.7	10.5		11.3	9.4	10.4
\$10,000 - \$12,499		14.1	11.4	12.7		15.2	15.1	15.2
\$12,500 - \$14,999		11.4	8.6	9.9		9.9	7.5	8.7
\$15,000 - \$19,999		11.0	7.6	9.2		11.0	7.5	9.3
\$20,000 - \$24,999		4.3	3.1	3.7		3.9	3.6	3.8
\$25,000 - \$29,999		1.6	2.1	1.8		1.8	2.1	1.9
\$30,000 - \$34,999		0.4	1.0	0.7		1.1	1.3	1.2
\$35,000 - \$39,999		0.4	0.3	0.4		1.2	0.8	1.0
\$40,000 - \$49,999		0.8	0.3	0.6		0.7	1.3	1.0
\$50,000 OR MORE		1.2	0.0	0.6		1.2	1.1	1.2
TOTAL INCOME LAST YEAR INDEPENDENT OF PARENTS	1594.				1319.			
NONE		14.1	21.9	18.2		8.2	14.5	11.3
LESS THAN \$500		18.7	27.0	23.1		7.7	12.2	9.9
\$500 - \$999		14.1	12.5	13.3		6.8	9.1	8.0
\$1,000 - \$1,999		14.5	15.8	15.2		7.7	9.6	8.6
\$2,000 - \$2,999		11.7	4.5	7.9		7.1	12.3	9.7
\$3,000 - \$4,999		11.7	8.4	9.9		14.2	14.6	14.4
\$5,000 - \$9,999		8.1	6.8	7.4		25.8	21.6	23.7
\$10,000 OR MORE		7.1	3.2	5.1		22.5	6.1	14.3
FINANCIALLY INDEPENDENT THIS YEAR	1642.				1425.			
YES		42.5	43.4	43.0		71.4	67.5	69.5
NO		57.5	56.6	57.0		28.4	32.5	30.5
FINANCIALLY INDEPENDENT LAST YEAR	1612.				1391.			
YES		38.2	36.4	37.3		68.8	63.8	66.3
NO		61.8	63.6	62.7		31.2	36.2	33.7
CONCERN ABOUT FINANCING COLLEGE	1947.				1456.			
NO CONCERN		35.7	21.3	28.0		43.3	27.8	35.4
SOME CONCERN		32.3	37.5	35.1		28.7	34.1	31.5
MAJOR CONCERN		32.0	41.2	36.9		28.0	38.1	33.1
SUPPORT FROM FULL-TIME EMPLOYMENT	1378.				914.			
NONE		74.9	83.6	79.6		54.2	56.7	55.5
\$1 - \$499		8.8	5.7	7.1		20.3	23.9	22.1
\$500 - \$999		9.4	5.3	7.1		7.7	6.1	6.9
\$1,000 - \$1,999		1.8	1.4	1.6		2.6	2.8	2.7
\$2,000 - \$4,000		1.8	2.4	2.1		1.3	2.8	2.1
OVER \$4,000		3.5	1.4	2.4		13.9	7.6	10.7
SUPPORT FROM PART-TIME EMPLOYMENT	1420.				892.			
NONE		41.9	50.9	46.9		65.6	61.3	63.5
\$1 - \$499		36.0	31.6	33.6		19.9	28.2	24.0
\$500 - \$999		12.4	12.4	12.4		7.6	5.9	6.7
\$1,000 - \$1,999		8.1	4.3	6.0		3.3	2.7	3.0
\$2,000 - \$4,000		1.6	0.4	1.0		2.9	2.0	2.5
OVER \$4,000		0.0	0.4	0.2		0.7	0.0	0.3
SUPPORT FROM SAVINGS	1404.				891.			
NONE		59.9	59.0	59.4		71.9	67.5	69.7
\$1 - \$499		29.4	30.4	30.0		19.4	24.2	21.8
\$500 - \$999		6.8	6.6	6.7		5.1	4.5	4.8
\$1,000 - \$1,999		2.3	3.5	3.0		1.6	2.3	1.9
\$2,000 - \$4,000		0.6	0.4	0.5		1.1	0.5	0.8
OVER \$4,000		1.1	0.0	0.5		0.9	1.1	1.0
SUPPORT FROM SPOUSE	1382.				896.			
NONE		95.9	89.2	92.1		91.0	78.1	84.4
\$1 - \$499		1.2	5.6	3.7		3.9	14.3	9.3
\$500 - \$999		1.2	3.3	2.4		1.6	3.9	2.8
\$1,000 - \$1,999		0.6	0.0	0.3		1.8	0.4	1.1
\$2,000 - \$4,000		0.0	0.5	0.3		0.7	0.9	0.8
OVER \$4,000		1.2	1.4	1.3		0.9	2.4	1.7

TABLE 8 (continued)

SUPPORT FROM PARENTAL/FAMILY AID	1502.				1081.			
NONE		49.3	45.5	47.2		77.0	67.6	72.3
\$1 - \$499		35.4	34.1	34.7		14.2	23.8	19.0
\$500 - \$999		9.4	10.8	10.2		4.8	3.9	4.3
\$1,000 - \$1,999		3.6	6.8	5.4		2.6	2.0	2.3
\$2,000 - \$4,000		2.2	1.8	2.0		0.9	1.3	1.1
OVER \$4,000		0.0	1.1	0.6		0.8	1.3	0.9
SUPPORT FROM SOCIAL SECURITY DEPENDENT'S BENEFITS	1383.				870.			
NONE		87.7	84.0	85.6		94.1	91.3	92.8
\$1 - \$499		7.6	9.9	8.9		3.8	4.7	4.3
\$500 - \$999		2.3	3.8	3.1		1.1	2.1	1.6
\$1,000 - \$1,999		1.8	0.9	1.3		0.7	1.4	1.0
\$2,000 - \$4,000		0.6	0.9	0.8		0.0	0.5	0.2
OVER \$4,000		0.0	0.5	0.3		0.2	0.0	0.1
SUPPORT FROM PARENT'S G.I. BENEFITS	1376.				872.			
NONE		95.3	96.1	95.7		94.2	96.7	95.4
\$1 - \$499		1.8	1.9	1.9		3.1	2.6	2.9
\$500 - \$999		0.0	0.5	0.3		0.9	0.2	0.6
\$1,000 - \$1,999		3.0	1.0	1.9		0.7	0.2	0.5
\$2,000 - \$4,000		0.0	0.5	0.3		0.7	0.2	0.5
OVER \$4,000		0.0	0.0	0.0		0.4	0.0	0.2
SUPPORT FROM PERSONAL G.I. BENEFITS	1410.				993.			
NONE		68.2	96.2	82.4		45.7	96.2	67.2
\$1 - \$499		10.9	0.0	5.4		21.0	1.9	12.9
\$500 - \$999		7.0	1.9	4.4		13.5	0.5	8.0
\$1,000 - \$1,999		7.0	1.4	4.1		10.3	0.7	6.2
\$2,000 - \$4,000		6.0	0.5	3.2		6.3	0.7	3.9
OVER \$4,000		1.0	0.0	0.5		3.2	0.0	1.8
SUPPORT FROM BASIC EDUCATIONAL OPPORTUNITY GRANT	1467.				985.			
NONE		60.2	49.6	54.2		79.4	70.4	74.9
\$1 - \$499		18.9	4.7	16.5		8.3	13.7	11.0
\$500 - \$999		16.4	28.2	23.1		6.7	12.0	9.3
\$1,000 - \$1,999		3.5	5.3	4.5		3.6	2.7	3.1
\$2,000 - \$4,000		1.0	1.5	1.3		1.4	1.0	1.2
OVER \$4,000		0.0	0.8	0.4		0.6	0.2	0.4
SUPPORT FROM SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT	1391.				907.			
NONE		89.9	87.3	88.5		91.7	87.1	89.4
\$1 - \$499		5.1	5.2	5.1		4.4	8.4	6.4
\$500 - \$999		3.4	6.6	5.1		1.8	2.9	2.3
\$1,000 - \$1,999		0.6	0.9	0.8		1.5	1.3	1.4
\$2,000 - \$4,000		0.6	0.0	0.3		0.2	0.0	0.1
OVER \$4,000		0.6	0.0	0.3		0.4	0.2	0.3
SUPPORT FROM STATE SCHOLARSHIP OR GRANT	1389.				880.			
NONE		91.5	85.9	88.4		90.2	87.9	89.1
\$1 - \$499		4.0	9.4	6.9		5.3	8.4	6.8
\$500 - \$999		2.3	2.8	2.6		1.6	1.2	1.4
\$1,000 - \$1,999		1.1	1.4	1.3		1.3	1.4	1.4
\$2,000 - \$4,000		0.6	0.5	0.5		0.9	0.7	0.8
OVER \$4,000		0.6	0.0	0.3		0.7	0.5	0.6
SUPPORT FROM COLLEGE WORK-STUDY GRANT	1407.				908.			
NONE		78.0	77.8	77.9		89.0	86.3	87.7
\$1 - \$499		13.7	12.4	13.0		6.5	7.4	6.9
\$500 - \$999		7.7	7.1	7.4		2.4	4.9	3.6
\$1,000 - \$1,999		0.0	2.2	1.2		1.9	1.1	1.5
\$2,000 - \$4,000		0.0	0.4	0.2		0.2	0.2	0.2
OVER \$4,000		0.5	0.0	0.2		0.0	0.0	0.0

TABLE 8 (continued)

SUPPORT FROM LOCAL OR PRIVATE
SCHOLARSHIP OR GRANT

1385.

NONE	90.1	91.1	90.6
\$1 - \$499	5.8	5.1	5.6
\$500 - \$999	2.3	0.9	1.6
\$1,000 - \$1,999	1.2	2.3	1.8
\$2,000 - \$4,000	0.0	0.0	0.0
OVER \$4,000	0.6	0.5	0.5

885.

	94.3	89.8	92.1
	2.9	6.7	4.7
	0.9	2.1	1.5
	0.4	0.5	0.5
	0.9	0.5	0.7
	0.7	0.5	0.6

SUPPORT FROM FEDERAL
GUARANTEED STUDENT LOAN

1385.

NONE	93.2	90.9	91.9
\$1 - \$499	4.5	5.8	5.2
\$500 - \$999	1.1	1.0	1.0
\$1,000 - \$1,999	0.6	1.4	1.0
\$2,000 - \$4,000	0.0	1.0	0.5
OVER \$4,000	0.6	0.0	0.3

892.

	92.8	90.6	91.7
	4.2	5.3	4.7
	1.1	2.5	1.8
	0.9	1.1	1.0
	0.9	0.5	0.7
	0.2	0.0	0.1

SUPPORT FROM NATIONAL
DIRECT STUDENT LOAN

1381.

NONE	95.9	92.3	94.0
\$1 - \$499	2.9	3.8	3.4
\$500 - \$999	0.6	2.9	1.8
\$1,000 - \$1,999	0.6	0.5	0.5
\$2,000 - \$4,000	0.0	0.5	0.3
OVER \$4,000	0.0	0.0	0.0

874.

	94.3	86.8	90.6
	2.7	7.2	4.9
	1.8	3.0	2.4
	0.7	2.1	1.4
	0.2	0.7	0.5
	0.2	0.2	0.2

SUPPORT FROM OTHER LOAN

1377.

NONE	97.0	91.9	94.2
\$1 - \$499	2.4	3.3	2.9
\$500 - \$999	0.0	3.3	1.9
\$1,000 - \$1,999	0.0	1.0	0.5
\$2,000 - \$4,000	0.0	0.5	0.3
OVER \$4,000	0.6	0.0	0.3

834.

	95.1	93.1	94.1
	3.0	4.4	3.7
	1.4	1.0	1.2
	0.2	0.7	0.5
	0.0	0.2	0.1
	0.2	0.5	0.4

OTHER SOURCES OF SUPPORT

1366.

NONE	94.5	90.6	92.3
\$1 - \$499	3.7	4.5	4.1
\$500 - \$999	0.6	2.5	1.6
\$1,000 - \$1,999	0.6	1.5	1.1
\$2,000 - \$4,000	0.0	0.0	0.0
OVER \$4,000	0.6	1.0	0.8

832.

	92.8	88.1	90.5
	3.7	7.2	5.4
	1.4	2.2	1.8
	0.7	1.5	1.1
	0.7	0.5	0.6
	0.7	0.5	0.6

TABLE 9

PERSONAL OBJECTIVES AND SELF-ASSESSMENT OF FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN VS. RETURNING STUDENTS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FIRST-TIME FRESHMEN			NUMBER OF RESPONDENTS	RETURNING STUDENTS		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
		(PERCENTAGES)				(PERCENTAGES)		
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	1515.	49.1	50.9	100.0
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT								
ACHIEVE IN A PERFORMING ART	1544.	13.9	11.7	12.7	1251.	12.4	9.3	10.8
BE AN AUTHORITY IN MY FIELD	1545.	72.0	62.5	66.8	1263.	65.6	57.4	61.3
OBTAIN RECOGNITION FROM COLLEAGUES	1543.	53.1	39.6	45.7	1233.	44.5	36.8	40.5
INFLUENCE POLITICAL STRUCTURE	1531.	15.0	9.3	11.9	1218.	19.4	17.9	18.6
INFLUENCE SOCIAL VALUES	1532.	34.7	29.4	31.8	1215.	32.9	39.9	36.5
RAISE A FAMILY	1543.	59.4	58.2	58.7	1240.	61.9	64.2	63.1
HAVE ADMINISTRATIVE RESPONSIBILITY	1527.	35.7	33.9	34.7	1213.	34.9	27.6	31.2
BE VERY WELL OFF FINANCIALLY	1542.	65.1	56.8	60.5	1236.	58.7	53.5	56.0
HELP OTHERS IN DIFFICULTY	1542.	61.7	74.9	69.0	1237.	58.4	70.7	64.8
THEORETICAL CONTRIBUTION TO SCIENCE	1528.	15.5	12.2	13.6	1213.	15.9	15.0	15.4
WRITING ORIGINAL WORKS	1525.	11.6	10.3	10.9	1223.	14.6	11.8	13.2
CREATIVE ARTISTIC WORK	1524.	14.7	15.7	15.3	1205.	14.5	14.4	14.4
BE SUCCESSFUL IN MY OWN BUSINESS	1527.	54.7	31.7	41.9	1212.	43.0	24.6	33.3
BE INVOLVED IN ENVIRONMENTAL CLEANUP	1522.	27.7	21.8	24.3	1209.	26.7	28.3	27.5
DEVELOP PHILOSOPHY OF LIFE	1521.	55.8	55.9	55.9	1214.	62.4	70.0	66.4
PARTICIPATE IN COMMUNITY ACTION	1521.	30.3	27.6	28.8	1211.	32.5	59.9	36.3
KEEP UP WITH POLITICAL AFFAIRS	1525.	37.8	26.0	31.2	1224.	42.3	37.7	39.9
REASONS GIVEN AS VERY IMPORTANT FOR LONG-TERM CAREER CHOICE								
JOB OPENINGS AVAILABLE	1563.	58.7	71.8	66.1	1246.	53.2	63.0	58.3
RAPID ADVANCEMENT	1552.	56.2	51.0	53.3	1232.	52.0	46.0	48.9
HIGH ANTICIPATED EARNINGS	1561.	67.5	61.2	64.0	1242.	57.6	54.2	55.8
RESPECTED OCCUPATION	1545.	45.2	50.0	47.9	1237.	37.2	38.9	38.1
INDEPENDENCE	1553.	46.5	55.8	51.7	1250.	52.4	53.4	53.0
CHANCE FOR STEADY PROGRESS	1555.	67.3	62.6	64.7	1231.	65.3	61.6	63.4
CONTRIBUTION TO SOCIETY	1551.	46.3	52.4	49.7	1250.	46.3	60.9	53.9
AVOID PRESSURE	1555.	23.0	28.3	25.9	1236.	21.4	25.2	23.4
WORK WITH IDEAS	1549.	51.2	45.9	48.3	1225.	50.3	49.5	49.9
BE HELPFUL TO OTHERS	1560.	65.2	80.4	73.7	1266.	60.4	79.9	70.7
WORK WITH PEOPLE	1570.	66.7	82.4	75.4	1256.	61.2	79.6	70.9
INTRINSIC INTEREST IN FIELD	1541.	67.2	71.3	69.5	1203.	60.2	76.0	68.4
TRAIT SELF-RATINGS (PERCENTAGE OF SELF-RATINGS ABOVE "AVERAGE")								
ACADEMIC ABILITY	1635.	38.8	30.7	34.5	1425.	43.8	44.9	44.4
ATHLETIC ABILITY	1634.	41.3	20.8	30.4	1408.	43.4	17.9	30.5
ARTISTIC ABILITY	1627.	21.1	15.6	18.2	1406.	21.7	16.8	19.2
CHEERFULNESS	1634.	49.7	53.6	51.7	1420.	49.1	55.5	52.4
DEFENSIVENESS	1625.	43.4	29.7	36.2	1394.	33.3	28.3	30.8
DRIVE TO ACHIEVE	1636.	65.0	63.4	64.2	1421.	60.3	70.0	65.2
LEADERSHIP ABILITY	1628.	49.8	31.0	39.8	1407.	52.0	39.4	45.6
MATHEMATICAL ABILITY	1628.	25.9	18.9	22.1	1416.	29.0	18.5	23.7
MECHANICAL ABILITY	1630.	29.3	6.9	17.5	1406.	35.6	10.8	23.0
ORIGINALITY	1620.	38.1	29.0	33.2	1377.	43.5	36.1	39.7
PHYSICAL ATTRACTIVENESS	1623.	38.3	27.9	32.7	1394.	35.8	31.0	33.4
POLITICAL CONSERVATISM	1618.	9.7	7.9	8.7	1367.	13.5	7.6	10.5
POLITICAL LIBERALISM	1617.	23.1	15.6	19.1	1356.	24.3	23.2	23.7
POPULARITY	1622.	30.3	24.1	27.0	1379.	28.0	27.4	27.7
POPULARITY WITH OPPOSITE SEX	1629.	40.3	32.9	36.4	1397.	36.8	37.9	37.4
PUBLIC SPEAKING ABILITY	1624.	22.8	17.0	19.7	1402.	24.2	22.6	23.4
SELF-CONFIDENCE (SOCIAL)	1616.	49.1	33.3	40.7	1403.	44.8	43.1	44.0
SELF-CONFIDENCE (INTELLECTUAL)	1622.	51.0	35.3	42.6	1394.	49.9	44.7	47.3
SENSITIVITY TO CRITICISM	1622.	22.0	22.1	22.0	1390.	22.0	23.0	22.5
STUBBORNNESS	1626.	31.4	37.9	34.8	1390.	34.6	38.1	36.4
UNDERSTANDING OF OTHERS	1634.	66.7	62.0	64.2	1419.	61.5	69.5	65.6
WRITING ABILITY	1632.	30.8	30.0	30.4	1416.	32.4	34.0	33.2
IDENTIFY WITH PEOPLE WHO LIVE IN MY COMMUNITY								
LITTLE OR NONE	1623.	26.1	28.9	27.6	1353.	26.5	32.3	29.4
MODERATELY		39.4	40.2	39.8		46.0	45.3	45.7
STRONGLY		20.2	20.5	20.4		17.6	14.4	16.0
STRONGEST OF ALL		14.3	10.4	12.2		9.9	8.0	8.9

TABLE 9 (continued)

IDENTIFY WITH PEOPLE OF MY OWN RELIGION	1601.				1315.			
LITTLE OR NONE		36.1	31.5	33.6		40.8	30.5	35.4
MODERATELY		43.1	42.8	42.9		38.9	46.0	42.6
STRONGLY		15.7	21.1	18.6		13.9	13.9	13.9
STRONGEST OF ALL		5.1	4.6	4.8		6.5	9.5	8.1
IDENTIFY WITH PEOPLE OF MY OWN SEX	1604.				1312.			
LITTLE OR NONE		12.7	13.7	13.2		13.8	10.9	12.3
MODERATELY		54.0	53.7	53.8		56.5	57.3	56.9
STRONGLY		26.1	27.4	26.8		25.0	26.0	25.5
STRONGEST OF ALL		7.2	5.2	6.2		4.7	5.7	5.2
IDENTIFY WITH PEOPLE OF MY OWN RACE	1605.				1358.			
LITTLE OR NONE		6.4	7.7	7.1		7.8	8.4	8.1
MODERATELY		37.6	42.4	40.2		34.3	38.3	36.3
STRONGLY		39.0	35.0	36.9		35.6	34.5	35.1
STRONGEST OF ALL		17.0	14.9	15.9		22.3	18.8	20.5
IDENTIFY WITH PEOPLE OF MY OWN GENERATION	1622.				1361.			
LITTLE OR NONE		5.9	8.9	7.6		6.4	5.5	6.0
MODERATELY		25.9	29.8	28.0		35.6	37.1	36.4
STRONGLY		39.9	32.4	35.9		35.9	35.4	35.6
STRONGEST OF ALL		28.3	28.9	28.6		22.0	22.1	22.0

TABLE 10

ATTITUDE RESPONSES OF FOREST PARK COMMUNITY COLLEGE
FIRST-TIME FRESHMEN VS. RETURNING STUDENTS

ITEM DESCRIPTION	NUMBER OF RESPONDENTS	FIRST-TIME FRESHMEN (PERCENTAGES)			NUMBER OF RESPONDENTS	RETURNING STUDENTS (PERCENTAGES)		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
NUMBER OF STUDENTS	1671.	46.2	53.8	100.0	1515.	49.1	50.9	100.0
POLITICAL ORIENTATION	1611.				1361.			
FAR LEFT		5.6	3.7	4.6		5.7	4.2	4.9
LIBERAL		33.6	24.3	28.6		36.8	34.0	35.3
MIDDLE-OF-THE-ROAD		45.8	58.5	52.5		38.2	48.0	43.2
CONSERVATIVE		12.9	12.3	12.6		18.0	12.6	15.3
FAR RIGHT		2.1	1.2	1.6		1.3	1.2	1.2
AGREE STRONGLY OR SOMEWHAT								
GOV'T NOT CONTROLLING POLLUTION	1599.	77.1	83.0	80.3	1363.	79.0	83.8	81.4
GOV'T NOT PROTECTING CONSUMER	1598.	74.0	77.2	75.8	1353.	78.4	82.8	80.6
GOV'T SHOULD HELP PRIVATE COLLEGES	1584.	69.6	68.2	68.8	1328.	71.0	67.2	69.1
STUDENTS NEED MORE GRANTS, FEWER LOANS	1584.	84.5	86.9	85.8	1334.	81.4	84.5	83.0
TOO MANY RIGHTS FOR CRIMINALS	1575.	49.8	41.7	45.4	1341.	49.4	45.0	47.1
SHOULD DISOBEY LAWS VS. OWN VALUES	1560.	37.5	31.3	34.1	1286.	35.6	39.1	37.3
PEOPLE SHOULD BE PAID EQUALLY	1590.	41.9	38.1	39.8	1341.	31.7	32.5	32.1
WOMEN'S ACTIVITIES BEST IN HOME	1588.	38.9	23.3	30.3	1346.	39.0	17.1	27.7
WOMEN SHOULD GET JOB EQUALITY	1590.	87.1	93.3	90.5	1361.	89.1	94.1	91.7
SHOULD LIVE TOGETHER BEFORE MARRIAGE	1583.	60.6	42.6	50.8	1331.	61.5	46.2	53.6
SHOULD DISCOURAGE HAVING LARGE FAMILIES	1565.	45.9	42.2	43.9	1320.	53.0	54.6	53.9
PREMARITAL SEX IS OK	1577.	74.4	40.5	56.2	1315.	73.8	49.5	61.6
YOUNG KNOW MORE THAN OLD ABOUT SEX	1556.	68.5	65.6	66.9	1319.	64.7	67.8	66.3
YOUNG MORE IDEALISTIC THAN OLD	1554.	79.8	72.4	75.8	1296.	75.2	70.0	72.5
MARIJUANA SHOULD BE LEGALIZED	1575.	55.3	50.5	52.7	1306.	56.9	45.4	51.0
TAX RATE FOR WEALTHY SHOULD BE INCREASED	1577.	81.1	78.9	79.9	1343.	88.5	84.2	86.3
SHOULD OUTLAW LARGE CAMPAIGN GIFTS	1561.	64.5	59.3	61.7	1306.	69.7	61.3	65.4
CAN DO LITTLE TO CHANGE SOCIETY	1554.	52.0	52.0	52.0	1301.	51.7	45.0	48.3
AGREE STRONGLY OR SOMEWHAT								
COLL SHOULD REGULATE STUDENTS OFF CAMPUS	1566.	19.9	20.0	20.0	1314.	19.0	15.4	17.1
STUDENTS SHOULD HELP EVALUATE FACULTY	1555.	68.1	63.2	65.4	1276.	66.2	67.0	66.6
SHOULD ABOLISH COLLEGE GRADES	1552.	34.3	40.6	37.7	1294.	35.3	32.1	33.6
SHOULD DE-EMPHASIZE ORGANIZED SPORTS	1542.	32.9	34.1	33.6	1245.	32.4	35.8	34.1
COLL SHOULD REGULATE STUDENT PUBLICATIONS	1527.	40.7	42.6	41.7	1247.	44.0	43.8	43.9
COLLEGE HAS RIGHT TO BAN SPEAKER	1534.	26.4	26.7	26.6	1260.	30.4	31.0	30.7
DISADVANTAGED SHOULD HAVE PREF TREATMENT	1540.	53.1	46.1	49.3	1276.	49.7	46.5	48.0
COLLEGE TOO LAX ON STUDENT PROTESTS	1515.	35.0	38.2	36.7	1220.	38.2	34.0	36.1
SHOULD ADOPT OPEN ADMISSIONS AT PUB COLL	1532.	52.5	60.8	57.0	1267.	61.4	60.5	60.9
SHOULD USE SAME DEGREE STANDARD FOR ALL	1538.	70.0	74.6	72.5	1264.	80.5	76.0	78.2

REFERENCES

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Freeberg, N. E. The biographic information blank as a predictor of student achievement: A review. *Psychological Reports*, 1967, Vol. 20, 911-925.

Staff of the Cooperative Institutional Research Program. *The American Freshman: National norms for Fall, 1974*. Higher Educational Laboratory, Graduate School of Education, University of California, Los Angeles, 1974.

APPENDIX: 1974 Student Information Form

**UNIVERSITY OF CALIF.
LOS ANGELES**

FEB 20 1976

**CLEARINGHOUSE FOR
JUNIOR COLLEGES**

166180

1974
STUDENT INFORMATION FORM

YOUR NAME (Please Print) First Middle or Maiden Last

HOME STREET ADDRESS (print)

CITY (print)

STATE

Zip Code

When were
you born?

Month		Day		Year	
(01-12)		(01-31)			

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Laboratory at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

*Alexander W. Astin*Alexander W. Astin, Director
Cooperative Institutional Research ProgramDO NOT MARK
IN THIS AREA

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

MARK IN THIS AREA
ONLY IF DIRECTED

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

GRP.
CODE

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes ☐ No ☒

1. Your sex: Male ☐ Female ☐

2. Are you a veteran?

(Mark one) No ☐ Yes ☐

3. How old will you be on December 31 of this year? (Mark one)

16 or younger <input type="radio"/>	21 <input type="radio"/>
17 <input type="radio"/>	22 <input type="radio"/>
18 <input type="radio"/>	23-25 <input type="radio"/>
19 <input type="radio"/>	26-29 <input type="radio"/>
20 <input type="radio"/>	30 or older <input type="radio"/>

4. In what year did you graduate from high school? (Mark one)

1974 <input type="radio"/>	Did not graduate but
1973 <input type="radio"/>	passed G.E.D. test <input type="radio"/>
1972 <input type="radio"/>	Never completed
1971 or earlier <input type="radio"/>	high school <input type="radio"/>

5. Please print within the box:

Name of your high school	
City	State

6. Was your high school program: (Mark one)

College preparatory? ☐
Other? (For ex., vocational) ☐7. What was your average grade in high school? (Mark one)
A or A+ ☐ B- ☐
A- ☐ C+ ☐
B+ ☒ C ☐
B ☐ D ☐8. Are you enrolled (or enrolling) as a: (Mark one)
Full-time student? ☐
Part-time student? ☐9. Prior to this term, have you ever taken courses for credit at this institution? (Mark one)
Yes ☐ No ☐

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, at a junior or cmty. college <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, at a four-year college or university <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, at some other postsecondary school (For ex., technical, vocational, business) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What is the highest academic degree that you intend to obtain?

(Mark one in each column) ▶

None <input type="radio"/>	Highest Planned at this college <input type="radio"/>
Associate (A.A. or equivalent) <input type="radio"/>	Highest Planned at this college <input type="radio"/>
Bachelor's degree (B.A., B.S., etc.) <input type="radio"/>	Highest Planned at this college <input type="radio"/>
Master's degree (M.A., M.S., etc.) <input type="radio"/>	Highest Planned at this college <input type="radio"/>
Ph.D. or Ed.D. <input type="radio"/>	Highest Planned at this college <input type="radio"/>
M.D., D.O., D.D.S., or D.V.M. <input type="radio"/>	Highest Planned at this college <input type="radio"/>
LL.B. or J.D. (Law) <input type="radio"/>	Highest Planned at this college <input type="radio"/>
B.D. or M.Div. (Divinity) <input type="radio"/>	Highest Planned at this college <input type="radio"/>
Other <input type="radio"/>	Highest Planned at this college <input type="radio"/>

12. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column) ▶ Plan To Live Prefer To Live

With parents or relatives <input type="radio"/>	<input type="radio"/>
Other private home, apartment or room <input type="radio"/>	<input type="radio"/>
College dormitory <input type="radio"/>	<input type="radio"/>
Fraternity or sorority house <input type="radio"/>	<input type="radio"/>
Other campus student housing <input type="radio"/>	<input type="radio"/>
Other <input type="radio"/>	<input type="radio"/>

13. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?

(Mark one answer for each possible reason)

(N) Not Important	V S N
(S) Somewhat Important	
(V) Very Important	

My relatives wanted me to come here <input type="radio"/>	V S N
I wanted to live away from home <input type="radio"/>	V S N
My teacher advised me <input type="radio"/>	V S N
This college has a very good academic reputation <input type="radio"/>	V S N
I was offered financial assistance <input type="radio"/>	V S N
Someone who had been here before advised me to go <input type="radio"/>	V S N
This college offers special educational programs <input type="radio"/>	V S N
This college has low tuition <input type="radio"/>	V S N
My guidance counselor advised me <input type="radio"/>	V S N
I wanted to live at home <input type="radio"/>	V S N
I could not get a job <input type="radio"/>	V S N

14. Is this college your: (Mark one)

First choice? ☐ Less than second choice? ☐

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make /'s or X's. Thank You.)

15. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than \$3,000	<input type="radio"/>
\$3,000-\$3,999	<input type="radio"/>
\$4,000-\$5,999	<input type="radio"/>
\$6,000-\$7,999	<input type="radio"/>
\$8,000-\$9,999	<input type="radio"/>
\$10,000-\$12,499	<input type="radio"/>
\$12,500-\$14,999	<input type="radio"/>
\$15,000-\$19,999	<input type="radio"/>
\$20,000-\$24,999	<input type="radio"/>
\$25,000-\$29,999	<input type="radio"/>
\$30,000-\$34,999	<input type="radio"/>
\$35,000-\$39,999	<input type="radio"/>
\$40,000-\$49,999	<input type="radio"/>
\$50,000 or more	<input type="radio"/>

16. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

17. Are you: (Mark all that apply)

White/Caucasian	<input type="radio"/>
Black/Negro/Afro-American	<input type="radio"/>
American Indian	<input type="radio"/>
Oriental	<input type="radio"/>
Mexican-American/Chicano	<input type="radio"/>
Puerto Rican-American	<input type="radio"/>
Other	<input type="radio"/>

18. Current religious preference:

(Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Congregational (U.C.C.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latter Day Saints (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker (Society of Friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian-Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Protestant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	\$1-\$499	\$500-\$999	\$1,000-\$1,999	\$2,000-\$4,000	Over \$4,000
Parental, or family aid, or gifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grants or Scholarships:						
Basic Educational Opportunity Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental Educational Opportunity Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Work-Study grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State scholarship or grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local or private scholarship or grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans:						
Fed. guaranteed student loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nat'l direct student loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time or summer work (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your G.I. benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parent's G.I. benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social secur. dependant's benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (Mark one)

None	<input type="radio"/>	\$2,000-\$2,999	<input type="radio"/>
Less than \$500	<input type="radio"/>	\$3,000-\$4,999	<input type="radio"/>
\$500-\$999	<input type="radio"/>	\$5,000-\$9,999	<input type="radio"/>
\$1,000-\$1,999	<input type="radio"/>	\$10,000 or more	<input type="radio"/>

21. Are you financially independent of your parents this year? Were you financially independent last year?

	Yes	No
(Mark one for each year)		
This year	<input type="radio"/>	<input type="radio"/>
Last year	<input type="radio"/>	<input type="radio"/>

22. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)	<input type="radio"/>
Some concern (but I will probably have enough funds)	<input type="radio"/>
Major concern (not sure I will have enough funds to complete college)	<input type="radio"/>

23. Which applies to you? (Mark one)

Presently married	<input type="radio"/>
Presently engaged	<input type="radio"/>
Have been seeing one person exclusively	<input type="radio"/>
Have been seeing several persons, but no one exclusively	<input type="radio"/>
Have not been dating in recent months	<input type="radio"/>

24. Most people identify with (feel they have a great deal in common with) a lot of different groups. But they identify more with some groups than with others. How strongly do you identify with each of the following groups?

(Mark one in each row)

People who live in my community	<input type="radio"/>	Strongest of all
People of my own religion	<input type="radio"/>	Strongly
People of my own sex	<input type="radio"/>	Moderately
People of my own race or ethnic group	<input type="radio"/>	Little or not at all
People of my own generation	<input type="radio"/>	

25. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself.

(Mark one for each trait)

Trait	Highest 10 Percent	Above Average	Average	Below Average	Lowest 10 Percent
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defensiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Originality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical attractiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political conservatism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political liberalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity with the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stubbornness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How would you characterize your political views? (Mark one)

Far left	<input type="radio"/>
Liberal	<input type="radio"/>
Middle-of-the-road	<input type="radio"/>
Conservative	<input type="radio"/>
Far right	<input type="radio"/>

27. What is:

- (M) Your mother's current occupation?
(F) Your father's current occupation?
(V) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

Accountant or auditor	Y	F	M
Architect or urban planner	Y	F	M
Artist (painting, sculpture, etc.)	Y	F	M
Business banker or financier	Y	F	M
Business buyer or purchasing agent	Y	F	M
Business manager or administrator	Y	F	M
Business owner or proprietor	Y	F	M
Business public relations or advertising	Y	F	M
Business sales worker	Y	F	M
Carpenter	Y	F	M
Clergy or religious worker	Y	F	M
Clerical worker secretary, stenographer, typist, or bookkeeper	Y	F	M
Clerical worker other	Y	F	M
Commercial artist, designer, decorator	Y	F	M
Computer programmer or analyst	Y	F	M
Construction craftsman, n.e.c.*	Y	F	M
Counselor guidance, family or school	Y	F	M
Dentist (incl. orthodontist)	Y	F	M
Draftsman	Y	F	M
Driver truck, taxi or bus	Y	F	M
Electrician	Y	F	M
Engineer	Y	F	M
Factory worker, n.e.c.*	Y	F	M
Farm or ranch laborer	Y	F	M
Farm or ranch owner or manager	Y	F	M
Foreman, n.e.c.*	Y	F	M
Forester, conservationist, fish or wildlife specialist	Y	F	M
Government official, administrator or politician	Y	F	M
Home economist or dietitian	Y	F	M
Homemaker (full-time)	Y	F	M
Lawyer or judge	Y	F	M
Librarian or archivist	Y	F	M
Laborer (unskilled or semi-skilled)	Y	F	M
Law enforcement officer	Y	F	M
Mathematician, statistician or actuary	Y	F	M
Mechanic, machinist or repairman	Y	F	M
Military (career)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Performing artist, musician or entertainer	Y	F	M
Pharmacist or pharmacologist	Y	F	M
Physician or surgeon	Y	F	M
Plumber	Y	F	M
Psychologist (clinician or therapist only)	Y	F	M
Scientific researcher	Y	F	M
Service worker private household (maid, cook, etc.)	Y	F	M
Service worker protective (other than law enforcement)	Y	F	M
Service worker other	Y	F	M
Skilled tradesman, n.e.c.*	Y	F	M

*Not elsewhere classified

Continued in the next column

Social, welfare or recreation worker	Y	F	M
Teacher, professor or administrator: college, university	Y	F	M
Teacher or administrator: secondary	Y	F	M
Teacher or administrator: elementary	Y	F	M
Teacher or education specialist: other than above	Y	F	M
Technician or technologist (health)	Y	F	M
Technician or technologist (other)	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Veterinarian	Y	F	M
Writer, journalist, interpreter	Y	F	M
Other occupation, n.e.c.*	Y	F	M
Unemployed	F	M	
Undecided	Y	F	M

*Not elsewhere classified

MAKE SURE YOU HAVE ANSWERED ITEM 28

29. Mark one in each row:

The Federal government is not doing enough to control environmental pollution	1	2	3	4
The Federal government is not doing enough to protect the consumer from faulty goods and services	1	2	3	4
State and Federal governments should provide more money for private colleges and universities	1	2	3	4
The Federal government should help college students with more grants instead of loans	1	2	3	4
There is too much concern in the courts for the rights of criminals	1	2	3	4
People should not obey laws which violate their personal values	1	2	3	4
As long as they work hard, people should be paid equally regardless of ability or quality of work	1	2	3	4
The activities of married women are best confined to the home and family	1	2	3	4
A couple should live together for some time before deciding to get married	1	2	3	4
Parents should be discouraged from having large families	1	2	3	4
If two people really like each other, it's alright for them to have sex even if they've known each other for only a very short time	1	2	3	4
Women should receive the same salary and opportunities for advancement as men in comparable positions	1	2	3	4
Wealthy people should pay a larger share of taxes than they do now	1	2	3	4
Marijuana should be legalized	1	2	3	4
Large political campaign contributions from wealthy individuals should be outlawed	1	2	3	4
Realistically, an individual can do little to bring about changes in our society	1	2	3	4
Compared to most older people in their forties and fifties, young people these days are more idealistic	1	2	3	4
Young people these days understand more about sex than most older people	1	2	3	4
College officials have the right to regulate student behavior off campus	1	2	3	4
Faculty promotions should be based in part on student evaluations	1	2	3	4
College grades should be abolished	1	2	3	4
Colleges would be improved if organized sports were de-emphasized	1	2	3	4
Student publications should be cleared by college officials	1	2	3	4
College officials have the right to ban persons with extreme views from speaking on campus	1	2	3	4
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	1	2	3	4
Most college officials have been too lax in dealing with student protests on campus	1	2	3	4
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	1	2	3	4
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	1	2	3	4

28. Which of the following are important to you in your long-term choice of a career occupation?

(Mark one in each row)

- (N) Not Important
(S) Somewhat Important
(V) Very Important

Job openings generally available	V	S	N
Rapid career advancement possible	V	S	N
High anticipated earnings	V	S	N
Well-respected or prestigious occupation	V	S	N
Great deal of independence	V	S	N
Chance for steady progress	V	S	N
Can make an important contribution to society	V	S	N
Can avoid pressure	V	S	N
Can work with ideas	V	S	N
Can be helpful to others	V	S	N
Able to work with people	V	S	N
Intrinsic interest in the field	V	S	N

- ④ Agree Strongly
③ Agree Somewhat
② Disagree Somewhat
① Disagree Strongly

30. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied ☐
 English (language and literature) ☐
 History ☐
 Journalism ☐
 Language and Literature (except English) ☐
 Music ☐
 Philosophy ☐
 Speech and Drama ☐
 Theology or Religion ☐
 Other Arts and Humanities ☐

BIOLOGICAL SCIENCE

- Biology (general) ☐
 Biochemistry or Biophysics ☐
 Botany ☐
 Marine (Life) Science ☐
 Microbiology or Bacteriology ☐
 Zoology ☐
 Other Biological Science ☐

BUSINESS

- Accounting ☐
 Business Admin. (general) ☐
 Finance ☐
 Marketing ☐
 Management ☐
 Secretarial Studies ☐
 Other Business ☐

EDUCATION

- Business Education ☐
 Elementary Education ☐
 Music or Art Education ☐
 Physical Education or Recreation ☐
 Secondary Education ☐
 Special Education ☐
 Other Education ☐

ENGINEERING

- Aeronautical or Astronautical Eng. ☐
 Civil Engineering ☐
 Chemical Engineering ☐
 Electrical or Electronic Engineering ☐
 Industrial Engineering ☐
 Mechanical Engineering ☐
 Other Engineering ☐

PHYSICAL SCIENCE

- Astronomy ☐
 Atmospheric Science (incl. Meteorology) ☐
 Chemistry ☐
 Earth Science ☐
 Marine Science (incl. Oceanography) ☐
 Mathematics ☐
 Physics ☐
 Statistics ☐
 Other Physical Science ☐

PROFESSIONAL

- Architecture or Urban Planning ☐
 Home Economics ☐
 Health Technology (medical, dental, laboratory) ☐
 Library or Archival Science ☐
 Nursing ☐
 Pharmacy ☐
 Therapy (occupational, physical, speech) ☐
 Other Professional ☐

SOCIAL SCIENCE

- Anthropology ☐
 Economics ☐
 Geography ☐
 Political Science (govt., international relations) ☐
 Psychology ☐
 Social Work ☐
 Sociology ☐
 Other Social Science ☐

TECHNICAL

- Building Trades ☐
 Data Processing or Computer Programming ☐
 Drafting or Design ☐
 Electronics ☐
 Mechanics ☐
 Other Technical ☐

OTHER FIELDS

- Agriculture ☐
 Communications (radio, T.V., etc.) ☐
 Computer Science ☐
 Forestry ☐
 Law Enforcement ☐
 Military Science ☐
 Other Field ☐
 Undecided ☐

31. Indicate the importance to you personally of each of the following:

(Mark one for each item)

- (N) Not Important
 (S) Somewhat Important
 (V) Very Important
 (E) Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) ☐ ☐ ☐ ☐
 Becoming an authority in my field ☐ ☐ ☐ ☐
 Obtaining recognition from my colleagues for contributions to my special field ☐ ☐ ☐ ☐
 Influencing the political structure ☐ ☐ ☐ ☐
 Influencing social values ☐ ☐ ☐ ☐
 Raising a family ☐ ☐ ☐ ☐
 Having administrative responsibility for the work of others ☐ ☐ ☐ ☐
 Being very well off financially ☐ ☐ ☐ ☐
 Helping others who are in difficulty ☐ ☐ ☐ ☐
 Making a theoretical contribution to science ☐ ☐ ☐ ☐
 Writing original works (poems, novels, short stories, etc.) ☐ ☐ ☐ ☐
 Creating artistic work (painting, sculpture, decorating, etc.) ☐ ☐ ☐ ☐
 Being successful in a business of my own ☐ ☐ ☐ ☐
 Becoming involved in programs to clean up the environment ☐ ☐ ☐ ☐
 Developing a meaningful philosophy of life ☐ ☐ ☐ ☐
 Participating in a community action program ☐ ☐ ☐ ☐
 Keeping up to date with political affairs ☐ ☐ ☐ ☐

32. What is your best guess as to the chances that you will:

(Mark one for each item)

- (N) No Chance
 (L) Very Little Chance
 (S) Some Chance
 (V) Very Good Chance

- Change major field? ☐ ☐ ☐ ☐
 Change career choice? ☐ ☐ ☐ ☐
 Fail one or more courses? ☐ ☐ ☐ ☐
 Graduate with honors? ☐ ☐ ☐ ☐
 Be elected to a student office? ☐ ☐ ☐ ☐
 Join a social fraternity, sorority, or club? ☐ ☐ ☐ ☐
 Live in a coeducational dorm? ☐ ☐ ☐ ☐
 Live in a commune while in college? ☐ ☐ ☐ ☐
 Be elected to an academic honor society? ☐ ☐ ☐ ☐
 Make at least a "B" average? ☐ ☐ ☐ ☐
 Need extra time to complete your degree requirements? ☐ ☐ ☐ ☐
 Have to work at an outside job during college? ☐ ☐ ☐ ☐
 Seek vocational counseling? ☐ ☐ ☐ ☐
 Seek individual counseling on personal problems? ☐ ☐ ☐ ☐
 Enroll in honors courses? ☐ ☐ ☐ ☐
 Get a bachelor's degree (B.A., B.S., etc.)? ☐ ☐ ☐ ☐
 Drop out of this college temporarily (exclude transferring)? ☐ ☐ ☐ ☐
 Drop out permanently (exclude transferring)? ☐ ☐ ☐ ☐
 Transfer to another college before graduating? ☐ ☐ ☐ ☐
 Enter active duty in the armed services before completing college? ☐ ☐ ☐ ☐
 Be satisfied with your college? ☐ ☐ ☐ ☐
 Be more successful after graduation than most students attending this college? ☐ ☐ ☐ ☐
 Find a job after graduation in the field for which you were trained? ☐ ☐ ☐ ☐
 Get married while in college? (skip if married) ☐ ☐ ☐ ☐
 Get married within a year after college? (skip if married) ☐ ☐ ☐ ☐

33. A B C D E
 34. A B C D E
 35. A B C D E
 36. A B C D E
 37. A B C D E

DIRECTIONS

The remaining circles are provided for items specifically designed by your college, rather than by the Higher Education Laboratory. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

38. A B C D E
 39. A B C D E
 40. A B C D E
 41. A B C D E
 42. A B C D E

THANK YOU!